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JAMES WHITCOMB RILEY

# LANGUAGE LESSONS AND GRAMMAR

## BOOK ONE LANGUAGE LESSONS

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*With Illustrations*

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## PREFACE

In preparing a language book for the middle grades we try to connect up with the life-interests of children in home and neighborhood, and with the best reading matter in literature and history. We seek to avoid dulness and lifeless routine.

Efficient language training combines two opposite mental qualities: (1) lively and interesting thought which grows energetic and spontaneous, (2) rigorous, wide-awake drills and reviews on formal exercises requiring strong mental effort. To combine closely these opposite qualities, a language book should be rich in interesting and suitable thought material, and should provide the pointed exercises and drills which will weld together thought and form.

What we are after is right habits and freedom of speech, in short, ease and fluency in the correct use of the mother tongue.

With choice stories and poems and live topics as a basis, we can arouse interest, cultivate respect for accurate speech and develop a liking for simple, straightforward, noble language. The power and rhythm of choice, standard English are easily felt by most children and they should have plenty of it.

Acknowledgment is gratefully made to Messrs. Houghton, Mifflin & Company for permission to reprint: *Hide and Seek*, by Frank Dempster Sherman; *The Brown Thrush*, by Lucy Larcom; *My Boyhood*, by John Muir; *Suppose*, by Phoebe Cary; *The Bee* and *The Apple*, by John Burroughs; and to Charles Scribner's Sons for: *The Land of Storybooks* and *Foreign Lands*, by Robert Louis Stevenson; and *The Land of the Long Night*, by Paul du Chaillu.

## PLAN OF THE FIRST BOOK

This first book is divided into three parts, corresponding to the work of the third, fourth, and fifth grades. A review drill is given at the end of each part, including summaries of the preceding parts.

The plan of the book is to keep up a steady improvement in speaking and writing English.

Interesting stories and poems are kept in the front and made the basis of attention, and all the later drills bear back upon these interesting and valuable thought materials.

The directions in the book are given to the children rather than to the teacher, first, so that the children may learn how to direct their own seat work and study, and second, to relieve the teacher.

Each story is the basis for a group of lessons. These taken together are called a *study*. Such a study should result in a language mastery of a rich thought material. Each story or poem is important enough to be worked out in a variety of ways.

The various forms of treatment grouped together in a study may be specified as follows:



## PLAN OF THE FIRST BOOK

1. The selection may be treated as a lively reading lesson, to be studied so as to get appreciative and appropriate expression.

2. It may be made the basis for dictionary study of specific words with definite drill in dictionary technique.

3. After careful study it may be reproduced orally to get the thought into correct and ready oral expression.

4. It may be carefully examined for its spelling and marks of punctuation, contractions, and capitals.

5. The children are required to work out a suitable outline of main points or topics. This is a drill in grouping ideas.

6. A reproduction should be written as based upon the above outline, with care as to indentation, capitals, and spelling.

7. The selection as a whole, or a part of it, should be memorized, and later written from memory with care as to correct written form. In written work, as far as possible, let children learn to correct their own mistakes, being always alert to apply previous lessons. In judging the final product, the teacher should appear as an efficient critic.

8. Some phase of the subject, or some closely related topic, may be made the basis for an original composition or letter.

## PLAN OF THE FIRST BOOK

9. In many cases the story should be dramatized and presented (in costume if it seems desirable).

10. Drills on irregular verbs, pronouns, and special words, phrases, and sentences are often introduced.

11. The teacher should remember that language is largely oral and that the pupil should have abundant opportunity to develop facility for correct oral expression.

Not all these modes of treatment are suitable for each selection. But four or five different approaches may be found adapted to any selection, and by these varied methods of attack every story or poem may be fully mastered in its word, phrase, and sentence forms.

The *memorizing* of prose passages, in whole or in part, is strongly emphasized, after preliminary adequate study. In this way children are almost sure to establish the main forms of sentence construction as habits of thought and expression, and these habits will hold for the future.

Language lessons carried out effectively in this manner are strong intellectual exercises, requiring real effort. They are not designed to be merely easy and interesting, but also serious and strenuous. Language lessons should in this way become earnest and efficient means of training, which will bear fruit in correct, thoughtful sentence construction in all other studies.



## DIRECTIONS TO TEACHERS

1. The purpose of this book is to aid and direct children in forming good habits of speaking and writing English. This means the ready mastery and use of a great variety of special and troublesome word forms, and of standard sentence constructions.

2. Common errors in the use of English are avoided by focusing attention and drill upon a few, every-day, correct forms to take their place. Success is to be had by stressing a few essentials rather than by scattering.

3. This book is in three divisions with a complete review and application at the close of each part. A line of review drills is maintained throughout. The later parts provide reviews of the earlier divisions. We desire to keep up reviews and drills in divers ways as a means of avoiding the most simple and common faults.

The important thing is to persevere in these varied exercises and drills until correct habits are formed and a correct instinctive feeling for the right forms is established.

4. A rich thought material, instructive and interesting to children, is the basis for all these lessons. The home

## DIRECTIONS TO TEACHERS

experiences and local surroundings of pupils furnish part of the material. Stories and choice selections from good writers supply the rest.

Each story or selection presents a topic of sufficient importance to form the basis of a group of lessons—a study. The language difficulties of a story are thus approached and mastered in a variety of ways, for example, by reading and dramatizing, by spelling and dictionary work, by special drills on word forms, by written exercises and compositions, by memorizing and reciting, by letter-writing, and by original and dictated work.

The combined effect of such a group of lessons centered upon a single language selection is a more complete mastery of the word forms and sentence structures.

This book consists of such groups of organized lessons.

5. The unity that lies in a whole group of lessons bearing upon one selection should be clearly grasped by the teacher, and, before the completion of the series, should be brought home sharply to the children.

Before completing such a group of lessons, the main points aimed at should stand out clearly and conspicuously to the minds of the children. Every such group of lessons should register a distinct and definite progress and should exhibit its results in improved habits of speech.

The text-book alone can not achieve such results. Such

## DIRECTIONS TO TEACHERS

efficiency is gained only through the clear-headedness and determination of the consistent teacher.

6. The *memorizing* of prose passages is a strong feature of this book. It is in fact very important. There is no other way of getting the structure and framework of sentences so clearly in mind as by memorizing a few short or long prose selections. The spirited repetition of such memorized sentences and passages causes the pupil to be conscious of the standard forms of sentence structure. By memorizing prose passages from time to time, types of sentence structure become familiar, and are adopted by the pupil into his own familiar style of speaking and writing.

The memorizing of poetical selections is less useful for this purpose because we do not commonly speak and write in poetic forms.

7. The questions and directions for handling the topics are aimed chiefly at the pupils. The responsibility for working out the lessons is thus thrown mainly upon the children. They should learn to interpret these directions, to be self-critical, and even to discover and correct their own faults in writing and speaking. Such language lessons will become an important means of cultivating self-reliance and self-help.

8. A special effort has been made in these lessons to

## DIRECTIONS TO TEACHERS

lead the children into an intelligent use of the dictionary. The dictionary is a complex instrument whose use involves a well planned introductory treatment in a series of exercises.

9. In the assignment of lessons the teacher should look ahead and find out whether the children can read and interpret the questions and directions in a clear and simple manner. It will not do to take this for granted.

10. To bring out the underlying connection that runs through a complete series of language lessons demands good teaching.

Somehow this connection or thoroughness of work, by which all the exercises hang together and support one another, is easily lost sight of. Thus the most important quality drops out and the series of lessons falls to pieces and furnishes a mere collection of fragmentary exercises. A steady consistent teacher is the only means of preventing this break up and loss.

In short, the children should be constantly reminded of what they have learned in previous lessons and in previous grades.

11. In other studies also children should be asked to apply the lessons of correct usage learned in language study. The incipient habits which are in the process of forming in good language exercises should be carried

## DIRECTIONS TO TEACHERS

over into all other studies and thus strengthened and made permanent.

12. In language lessons oral exercises require special emphasis, well-planned written work is of first importance, originality in thought and expression are of primary value, the elimination of common errors demands the most persistent effort, the memorizing of prose passages gives power over sentence structure, clear thinking and accurate expression are kept close together, steady continuity of effort running through the whole series of language lessons is fundamental—in short—all the good methods are successively in demand.

C. A. M.





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**LANGUAGE LESSONS AND GRAMMAR**



# LANGUAGE LESSONS

## PART I

---

### STUDY 1



### WISHES

Said one little chick with a funny little squirm,

“I wish I could find a nice fat worm.”

Said another little chick with a queer little shrug

“I wish I could find a nice fat bug.”



Said a third little chick with a queer little squeal,

“I wish I could find some nice yellow meal.”

“Look here,” said the mother, from the green garden patch,

“If you want any breakfast, just come here and *scratch*.”

### Exercises

1. Repeat the sentences, telling just what each little chick asked for. What other things do chickens eat?

2. What did the mother hen say to them? What did she mean by saying “scratch”?

3. Make a dialogue out of this and let four children take the four parts.

4. If one little boy says to his mother, “I wish I had my lesson,” what would she say to him?

If Mary says to her mother, “I wish I had a nice little doll bed,” what would the mother say?

John said to his father one morning: “I wish I had a garden with peas and onions.” What do you suppose his father said to him?

5. There is an old saying like this—Heaven helps those that help themselves.

What things have you ever made or done for yourself? Can you cook something well? Did you ever try to make a sled or a box or a bird-house, or a swing or

a kite?. Have you planted a tree or raised things in the garden? Can you make doll-clothes or hats and bonnets? Can you keep your own room neat and orderly and put things away in the right place? Tell the class what you can do.

6. Collect good pictures from magazines, papers, and catalogues of home scenes, of barnyard and garden, of chickens, of cattle and horses, of dogs and sheep, of wild game, of fields and woods, of loaded wagons, of people coming home from work. In class exchange pictures and ask one another questions about them.

### STUDY 2

## THE BOYS AND THE FROGS

A group of boys, while playing near a pond, saw some frogs in the water. "What fun it will be to hit them," said one, and they all began to throw stones at them.

The frogs did not enjoy this.

One of the frogs put his head out of the water and said, "Pray stop, boys. Throwing stones may be great sport for you, but it is death to us."

### Exercises

1. Read this fable. What does it mean?
2. Read the following sentences. Repeat them correctly.

When the boys *had seen* the frogs in the water they *threw* stones at them in cruel sport.

The boys *had begun* the sport thoughtlessly, but now they *saw* it was no sport for the frogs.

3. Copy the following:

•••••

The frogs *were seen* in the water.

Stones *were thrown* by thoughtless boys.

What *is* fun for you *is* death to us.

What one boy *had begun* the others followed.

Boys *are* sometimes thoughtless in their treatment of dumb animals.

4. Form sentences of your own with *throw, threw, have thrown; see, saw, have seen; begin, began, had begun; is, was, have been*.

## STUDY 3



## THE HARE AND THE HOUND

A hound started a hare which proved to be a fast runner. The hound soon gave up the chase. His master said, "The little one can outrun you."

“But, master,” answered the hound, “he is running for his life, while I am only running for my dinner.”

### Exercises

1. Where have you seen dogs chasing rabbits or hares? Sometimes dogs try to catch squirrels. What can the squirrels do to escape? What other animals do dogs chase?

2. Explain how squirrels, frogs, wild ducks, quails, ground squirrels, crows, chickens, mice, deer, foxes, etc., escape from their enemies.

3. Read this story with care and then write it from memory. Read the story again and correct your own mistakes.

4. Read and copy the following sentences:

He and I have run a race.

Which can run the faster, you or he?

The master told you and me to run a race.

The little one outran you and me.

5. Can you speak and use correctly these words:

catch

ran

put

seen

threw

began

Write sentences using these words and read them to the class.

## STUDY 4

## OUR CAMP-FIRE IN THE WOODS

In October when the nuts had begun to fall and the maples were still bright with color father and mother said they would go with us to the woods. John and I hitched up the ponies to the wagon, and mother and May prepared a big basket of things to eat. After spending the day in the woods we were going to build a camp-fire and, as it grew dark, eat our supper around the blazing logs.

On a fine October day our family of five started out in the early morning and rode six miles through the country till we came to the big woods.—

Tell the rest of the story using the following points:

1. Gathering nuts in the woodlands.
2. How we got brush and wood to build a camp-fire.
3. Cooking in the open. Our hearty supper.
4. Stories told around the camp-fire.
5. The return home by moonlight.

**Exercises**

1. Tell the whole story of the October trip to the woods and of the return.

2. Name some other excursion you would like to make, and tell why.

3. Give the class an oral account of some event in your life, as, a visit to the farm, a trip to a town or city, going swimming in the creek, a journey to the seashore, making and flying a kite, climbing a hill or mountain, exploring the woods, first effort at cooking, a steamboat excursion, a trip on a launch, making garden, our last vacation trip.

#### STUDY 5



THE FOOLISH GOATS

## THE FOOLISH GOATS

Two goats had come at the same moment to the ends of a bridge that was just wide enough for one to go across at a time. In the middle of the bridge they came together and stood face to face, but neither gave way to the other. Each saw that the other was bent on fighting; so they struck their horns together and fought till both had fallen into the stream, where they were drowned.

## Exercises

1. Read this story with care, noting such words as *enough*, *neither*, *fought*, etc.

Tell the story to the class in complete sentences, being careful in the use of *come*, *gave*, *saw*, *fought*, *had fallen*, *drowned*, and *go*.

2. Read the story again, noting the use of capitals, commas, and other marks. Write the sentences as the teacher reads them to you.

When written, compare your story with that in the book and if you have made any errors correct them. The teacher will then look through your paper and see if you have overlooked any of your mistakes.

3. Suppose that these two goats had been polite to



each other as they met on the bridge. What would they have said to each other? Give a name to each goat and show how they settled the matter. As a result, what would have been the proper ending of the story?

Make up this full story of "The Friendly Goats."

4. Write a short sentence using each of the following words:

come

fell

are

give

drowned

went

fight

stood

has gone

has struck

were

fallen

For example: The birds come home to their nest.

## STUDY 6



## A BOAT RACE

James and John were told they could go to see the big boat race on the river.

They stood on the bank to catch sight of the boats as they swept up the stream. Hearing a loud shout of people along the shore, they turned and saw the boats coming. The brave crews were bending to the oars and pulling with a strong steady stroke. The boys watched

closely as the boats shot into full view. As they came nearer John saw his older brother in one of the crews.

"Our boat is ahead," shouted John.

"No," said James, "they are pulling neck and neck."

For a while the crews moved along swiftly and silently side by side and neither took the lead. The brave fellows at the oars were pulling with all their might, for they were now on the last stretch. Just before passing the goal one boat pushed forward and came out one length ahead. John and James gave a loud shout. Their boat had won the race.

The boys said to each other, "When we go to college we shall learn to pull an oar."

#### Exercises

1. Have any of you seen a boat race? If so tell about it. What kind of boats are used for such races? Which are the racing boats in the picture?
2. Tell about some trip you have taken on a boat.
3. Do you run races on the playground? Tell of one game which you play that makes you quick and strong.
4. Read the story of the boat race in a lively way to the class and then tell it as well as you can.
5. Pronounce the following words clearly and then use them in sentences of your own:

Catch, caught, saw, shot, come, got, stretch, came, gave, won.

Exāmples: Andrew caught the ball. Peter got his lesson well.

6. Fill the blanks in these sentences, using words from the line above:

John raised his hands and —— the ball.

The boys looked and —— the boat coming.

Our boat has —— the race.

The people —— a cheer as the boats came in.

I have —— to see the boat race.

### STUDY 7

#### THE WIND

Who has seen the wind?

Neither I nor you:

But when the leaves hang trembling,

The wind is passing through!

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads,

The wind is passing by.—*Christine Rossetti.*

**Exercises**

1. Tell the class what you have seen the wind do.

2. Read the first four lines. Try to repeat them. Observe how each line begins. Where else is a capital letter used? Notice the marks at the end of each line. What are they called? Draw a line under the words that may be difficult to spell, as, *neither*, *leaves*, etc. Write these words.

Close your books and, as the teacher repeats each line, copy it, being careful to begin each line right, spell each word properly, and put the correct marks at the end of each line.

Compare your written papers with the book and make all corrections that may be needed. Tell the teacher the points to be remembered for use in the future.

Repeat the poem from memory.

3. What differences are there between the two stanzas? What lines are alike or nearly so?

Drill on the spelling of all the words. Write the second stanza from the teacher's dictation. Compare your written forms with the book copy and correct the mistakes.

4. Write the poem from memory.

5. When do we use capital letters? Where do we

use question marks? In what ways do we mark the ending of sentences? How is the name of the author written?

6. Read and copy the following sentences :

It is neither you nor I.

Whom have you seen?

The winds are passing by.

Neither of us has seen the wind.

The leaves are trembling in the wind.

Who saw the trees bow down their heads?

The leaves hang trembling on the boughs.

Fill out the blanks :

The leaves —— hanging on the trees.

You and I —— never —— the wind.

How the wind —— !

I —— the trees bow down their heads.

7. *Kinds of sentences.*

A sentence that states a fact and ends with a period is called a *declarative* sentence.

Example: The dogs are barking.

A sentence that asks a question ends with a question mark and is called an *interrogative* sentence.

Example: Who has seen the wind?

A sentence that expresses a strong and sudden feeling is called an *exclamatory* sentence and ends with an exclamation point.

Example: O Wind, that sings so loud a song!

### STUDY 8

#### THE LITTLE FIR TREE

Out in the forest stood a pretty little Fir Tree. It had a good place; it could have sunlight, air there was in plenty, and all around grew many larger comrades—pines as well as firs. But the little Fir Tree wished to become greater. It did not care for the warm sun and the fresh air; it took no notice of the peasant children, who went about talking together, when they came out to look for strawberries and raspberries. The children often came with a whole basketful, or with a string of berries which they had strung on a straw. Then they would sit down by the little Fir Tree and say, "How pretty and small this one is!" The Fir Tree did not like this at all.

Next year he had grown bigger, and the following year he was taller still.

“Oh, if I were only as tall as the others!” sighed the little Fir.

“Then I would spread my branches far around and look out from my crown into the wide world. The birds would then build nests in my boughs, and when the wind blew I would nod grandly.”

It took no joy in the sunshine, in the birds, or in the red clouds that went sailing over it morning and evening.  
—*Hans Christian Andersen.*

#### Exercises

1. Describe what things are needed to help the little tree to grow as it stands in the forest. Why was the little tree unhappy? In what way does this little tree remind you of some boys and girls?

2. Read the story in the class, making a list of any new or difficult words, such as, *comrades, raspberries, sighed, spread, build, boughs*, etc. Use these new words as a spelling lesson.

3. Tell the story from memory in the class. Take care to make full sentences and give the whole story. Do not give up until you can tell the story well in complete form.



4. Write the following words and use each in a sentence:

comrades	grew	say
raspberries	took	had grown
children	had come	build
boughs	sit down	blêw
stood		went

5. Note how these words are spelled:

strawberry	raspberry
strawberries	raspberries

6. Write six sentences about the little pine tree.

7. Compare your written sentences with those in the book. In this way you can correct your own mistakes. Then the teacher will wish to read your papers to see if you have really found your mistakes.

### STUDY 9

#### IS AND ARE

Now the day is over,  
 Night is drawing nigh,  
 Shadows of the evening  
 Steal across the sky.—*Baring-Gould.*

What is said about the day? What is said about the night? In the last two lines the thought is: The evening shadows are coming across the sky. What is said of the shadows? The shadow *is* stealing across the sky. The shadows *are* stealing across the sky. The days *are* growing longer. The night *is* growing shorter.

Notice that we use *is* when we speak of a day, and *are* when we speak of days.

*Is* should be used in speaking of one person or thing. When only one person or thing is spoken of it is called *singular*.

*Are* should be used in speaking of more than one person or thing. When more than one person or thing is used in a sentence it is known as *plural*.

Examples: There is a place. There are places.

Say something about the following objects, using *is* or *are* as needed:

The bird is singing.

The birds are singing.

The fruit ———.

The fruits ———.

The girl ———.

The girls ———.

The boy ———.

The boys ———.

The tree ———.

The trees ———.

The flower ———.

The flowers ———.

The bush ———.

The bushes ———.

The creek ———.

The creeks ———.

Supply the right word in these sentences :

1. The grove — near the school.
2. The children — going home.
3. The men — in the wagon.
4. The man — walking fast.
5. The child — in the room.
6. Where — the children going?
7. Why — the child crying?
8. John and Mary — playing ball.
9. Boys and girls — studying.
10. The snow — melting.

Describe the approach of night.

1. Tell where the sun sets.
2. What about the shadows at sunset?
3. Tell about the sky. How it is when clear; how when cloudy?

These three sentences tell about one subject. They should be written in one paragraph.

A *paragraph* is made of a group of sentences about one subject or topic. In writing conversation or dialogue, the speech of each person is often written as one paragraph.

## WAS AND WERE

The bird was on the wing.

The birds were on the wing.

The boy was sailing his kite.

The boys were sailing their kites.

The mountain was steep and rugged.

The mountains were steep and rugged.

The girl was spinning at the wheel.

The girls were spinning at the wheels.

*Was* is used with one person or thing, *were* with more than one.

## HAS AND HAVE

The dog has a bone.

The dogs have bones.

The tree has long branches.

The trees have long branches.

The bird has beautiful wings.

The birds have beautiful wings.

*Has* is used with one person or thing, *have* with more than one.

Notice that *is*, *was*, and *has* are used in the singular.

Notice that *are*, *were*, and *have* are used in the plural.

## STUDY 10

## WINTER

The frost is here,  
And fuel is dear,  
And woods are sear,  
And fires burn clear,  
And frost is here  
And has bitten the heel of the going year.

Bite, frost, bite!  
You roll up away from the light,  
The blue woodlouse and the plump dormouse,  
And the bees are still'd, and the flies are kill'd,  
And you bite far into the heart of the house,  
But not into mine.—*Alfred Tennyson.*

## Exercises

1. Copy these stanzas, being careful of the capitals and markings. Ask what the marks are if you do not know.
2. Notice that *still'd* and *kill'd* have each dropped a letter. This is shown by the mark ('), called apostrophe. The word *bite* has three forms:



ALFRED TENNYSON

bite	Dogs bite.
bit	The dog bit the horse.
bitten	The man was bitten.

3. After studying this poem carefully, with the help of your teacher, write a short paragraph about winter, giving the thought of the poem as you understand it.

These paragraphs should be read in class to see if they agree in thought. Some should be written on the board to see if they are correct.

### THE VOICE OF SPRING

I come, I come! ye have call'd me long,  
I come o'er the mountains with light and song!  
Ye may trace my steps o'er the waking earth,  
By the winds which tell of the violet's birth,  
By the primrose-stars in the shadowy grass,  
By the green leaves, opening as I pass.

—*Felicia D. Hemans.*

1. Explain what you think is the meaning of the first two lines. What is meant by the awakening earth? How many signs of spring are mentioned in the last three lines and what are they?

2. Mention other signs of spring which we notice with delight.



SPRING



3. Memorize the poem and recite it in the class. Afterward write it from memory, being careful of punctuation marks and spelling.

4. Write a short letter telling of a trip to the woods, or to the country, or to the park in spring time. Use the form given in the following brief outline:

Bloomington, Indiana,

May 10, 1915.

Dear Louise,

I was in the country yesterday. ....

.....

Your friend,

MARY PETERS.

Note the form and order of parts in the following letter.

Chicago, Illinois,

December 23, 1915.

Dear Dorothy:

Father says I may come for a day or two if you're sure it won't be any trouble to Aunt Mary. Please send me word right away as I go back to school Monday. How is Jack and when does your school begin?

As ever, your cousin,

ROBERT.

Copy this letter. Write to Robert Smith, 6439 Greenwood Ave., Chicago, Ill., an answer to this letter. The address on the envelope should look like this:

Mr. Robert Smith,  
6439 Greenwood Ave.,  
Chicago,  
Illinois.

### STUDY 11

#### TWO TRAVELERS

Two travelers came to a dangerous road. They thought they might pass it safely if they kept together and so they agreed to stand by each other to the last. In the midst of the forest they saw an enormous bear coming in their direction.

The younger man hastily climbed a tree, leaving his companion, who was not so spry, to shift for himself.

The older man threw himself flat on the ground and lay still and held his breath as if he were dead. The bear came and sniffed all around. The man lay breathless and the animal walked away, supposing him to be dead.

The younger man now came down from the tree where he had been watching, and said in jest, "I saw the bear talking to you. What did he whisper in your ear?"

“He told me,” replied the other, “never again to believe or trust such a man as you.”

### Exercises

1. Read the story through, noting the parts that are in dialogue form and require quotation marks. Tell the story orally.

2. Observe the use of the comma, quotation marks (“ ”), the question mark, and the period.

3. Study the following words, which have two meanings, and are spelled differently: *road, rode; their, there; threw, through; bear, bare*. Use these words in sentences.

4. State the lesson that is taught by this story. Why did the young man fail to fulfil his promise?

5. Read the story again, taking note of the difficult words for spelling, and then write it from memory. After completing the writing compare it with the printed story and make corrections. Make this a class exercise.

## STUDY 12



## • SUPPOSE

Suppose, my little lady,  
Your doll should break her head,  
Could you make it whole by crying  
Till your nose and eyes are red?

And wouldn't it be pleasanter  
To treat it as a joke,  
And say you're glad 'twas Dolly's,  
And not your head that broke?

Suppose you're dressed for walking  
And the rain comes pouring down,  
Will it clear off any sooner  
Because you scold and frown?  
And wouldn't it be nicer  
For you to smile than pout,  
And so make sunshine in the house  
When there is none without?—*Phoebe Cary.*

#### Exercises

1. The girls may answer the question in the first stanza.  
Did you ever break your doll? How did you feel about it?
2. The boys may answer the question in the second stanza.
3. Read the poem silently and prepare to read it orally in a lively style.
4. Read the two stanzas again, observing the use of capitals, question marks, and commas.

5. Memorize the two stanzas completely, and be able to recite them in class.

6. Now write the two stanzas in full from memory, putting in all the markings, capitals, correct spelling, etc.

7. Compare it with the poem in the book and correct any mistakes in your copy.

8. Notice the words in italics in the following sentences :

The doll *broke* her head. The doll *has broken* her head.

As the words *were spoken*, the doll's head *was broken*.

The rain *came* pouring down. The boys *had come* tearing into the house.

9. Notice the words *wouldn't*, *you're*, and *'twas*.

These are shortened forms or *contractions*. The full forms are *would not*, *you are*, and *it was*. A letter has been omitted in each of the contractions.

How do we show this omission?

### STUDY 13

### CONTRACTIONS

In conversation we often omit a part of a word, as: *I'll* return home to-morrow. *It's* my opinion that *he's* mistaken.

When written out in full, *I'll* means *I shall*; *it's* means *it is*; *he's* means *he is*.

An apostrophe (') is used where a letter is omitted.

These shortened forms of words are called what? In the following stanzas study the lines, making a note of the contractions and of the quotation marks that enclose certain words or phrases. Observe also how the quotation marks are used and what they denote.

“Let’s go to bed,” says Sleepy-head;

“Let’s stay a while,” says Slow:

“Put on the pot,” says Greedy-sot,

“We’ll sup before we go.”—*Mother Goose*.

O, velvet bee, you’re a dusty fellow;

You’ve powdered your legs with gold!

O, brave marsh marybuds, rich and yellow,

Give me your money to hold!—*Jean Ingelow*.

Write out the contracted forms in full, as, *Let’s*—*let us*, etc.

From these verses and from the following we may notice the use of the comma and other markings:

## JACK FROST

But he did one thing that was hardly fair;  
He peeped in the cupboard, and finding there  
That all had forgotten for him to prepare,  
    "Now just to set them a-thinking,  
I'll bite this basket of fruit," said he,  
"This costly pitcher I'll burst in three!  
And this glass of water they've left for me,  
    Shall 'tchick' to tell them I'm drinking."

Memorize the following passage :

## WHO STOLE THE BIRD'S NEST?

"To-whit! To-whit! To-whee!  
Will you listen to me?  
Who stole four eggs I laid,  
And the nice nest I made?"

"Not I," said the cow, "Moo-oo!  
Such a thing I'd never do.  
I gave you a wisp of hay,  
But didn't take your nest away.  
Not I," said the cow, "Moo-oo!  
Such a thing I'd never do."



"Not I," said the dog, "Bow-wow!  
 I wouldn't be so mean, anyhow!  
 I gave the hairs the nest to make,  
 But the nest I did not take.  
 Not I," said the dog, "Bow-wow!  
 I'm not so mean anyhow."

### Exercises

1. Mark the contractions and write their full forms. Observe the variety of markings, including the question mark, the exclamation mark, the quotation marks, and the use of capitals.
2. Finally write the whole poem from memory, being careful as to use of capitals and all the markings.

### LIST OF CONTRACTIONS

A few of the more common contractions are as follows:

It's I	We'll go
It is I	We will go
It's he, or 'Tis he	You'll go
It is he	You will go
It's she	He doesn't know
It is she	He does not know

It's they	They don't know
It is they	They do not know
I've	He'd know
I have	He would know
You've	They'd know
You have	They would know

## POSSESSIVES

In the following sentences study the use of the apostrophe :

Who stole the bird's nest?

The boy's hat was lost.

The tree's leaves were large and green.

"Over the river and through the wood,

To Grandfather's house we go."

The lark's wing was clipped.

In such words as *bird's*, *boy's*, *tree's*, *grandfather's*, and *lark's*, we say that the apostrophe with *s* ('s) is used to show ownership or possession.

Possessives and contractions look alike, but they are not the same.

## REVIEW

When are capitals used?

When is the exclamation mark used?

When is the period used?

When is the question mark used?

Name the kinds of sentences.

## STUDY 14

## GOOD ADVICE

Characters:

A LAWYER.

JOHN BROWN, a farmer.

MRS. BROWN, John's wife.

WORKING PEOPLE.

## SCENE I

*(A lawyer's office, the lawyer sitting at his desk. A knock is heard.)*

LAWYER—Come in. *(The farmer enters.)* Good morning, sir. What can I do for you?

FARMER BROWN—Well, sir, I have come to get your advice.

LAWYER—Yes, what is the matter?

FARMER BROWN—That is for you to find out. I have come to get advice, not to give it.

LAWYER—Have you a complaint to make against any one?

FARMER BROWN—No, I live at peace with all my neighbors.

LAWYER—Perhaps you wish to recover a debt?

FARMER BROWN—No! I owe no man; and, if any one owes me anything, he gets time to pay it. There are honest people in the part I come from.

LAWYER—Well, if you are in no difficulty or trouble I don't see how I can help you.

FARMER BROWN—Difficulty or trouble! That's exactly what I am in. I come to ask you for advice—you the greatest lawyer in the country—and you can do nothing to help me. That's difficulty and trouble enough, I think. Many of my neighbors have been to see lawyers from time to time, and have taken their advice about their affairs. They say they have done well ever since. So when I came to market to-day, I made up my mind to come to you for advice. If you have no advice to give me, I must go to some other man who understands my case.

LAWYER—Now that you have explained, I understand your case fully. Your neighbors have been getting legal advice, and you do not wish to be thought less important than they.

FARMER BROWN—That's it. You understand.

LAWYER—What is your name?

FARMER BROWN—John Brown.

LAWYER—Your occupation?

FARMER BROWN—What's that?

LAWYER—What do you do for a living?

FARMER BROWN—Oh! is that what occupation means? I'm a farmer. My uncle left the farm to me, an unlettered man, but my wife can read. (*The lawyer writes something, folds the paper and gives it to Mr. Brown.*) Thank you, sir. What is your fee?

LAWYER—Five dollars.

FARMER BROWN—Thank you again. Good morning, sir.

LAWYER—Good morning. I hope the advice will help you.

## SCENE II

(*The farmer's wife and several working men are standing at the door of the farmer's home talking. The farmer comes in.*)

MRS. BROWN—Ah, here comes John. He will tell us what to do. John, the hay is all cut and ready to bring in. But it is late and the men do not know whether to bring it in to-night or wait until to-morrow. The weather is fine and it will be safe to wait, I am sure. What do you think?

FARMER BROWN—(*Looks at the tired men and hesitates. Then he remembers his advice, and, brightening up, takes the paper from his pocket.*) This will decide the matter in a minute. I have here an opinion from one of our famous lawyers, and we shall follow whatever advice he gives. Read it, wife. You are a better scholar than I.

MRS. BROWN (*reading*)—John Brown, farmer. Do not put off till to-morrow what you can do to-day.

FARMER BROWN—A famous opinion! Away to the fields, lads, and get the hay in. I'll follow soon, and we'll work by moonlight if necessary. The moon is fine to-night. Give me a bite to eat, wife, and I'll away.

### SCENE III

(*The farmer and his wife at the door.*)

MRS. BROWN—What an awful storm it was. The fields are flooded. How thankful I am that we got the hay in. It would have been ruined.

FARMER BROWN—A famous piece of advice that was. "Do not put off till to-morrow what you can do to-day." If everybody acted on that advice, what a world of misery and disappointment would be avoided. I shall always do so for the future.

### Exercises

1. Read the dialogue through carefully and study the parts. In reading it in class, act the parts. Practise the dialogue until the children can act the scenes.

2. Assign the parts to different members of the class and let each pupil learn one of the parts.

3. Spell the following words :

lawyer	occupation	decide
advice	uncle	minute
complaint	fee	opinion
against	dollars	famous
peace	several	scholar
neighbors	talking	necessity
recover	wait	awful
debt	to-morrow	ruined
owe	weather	misery
understand	scratching	disappointment
legal	hesitates	

4. Explain the meanings of *peace* and *piece*, *there* and *their*, *owe* and *O*, *I* and *eye*. Use each word in a sentence.

5. Notice the contractions, *that's*, *what's*, *I'm*, *we'll*. Write the full forms. Make a sentence using each of these contracted forms.

### STUDY 15

#### POEMS TO MEMORIZE

Read the following short poems and point out the capitals, the marks of punctuation, and the contractions. Tell the class why they are used.

Write these verses with care as to spelling, capitals, and markings :

The world's a very happy place,  
Where every child should dance and sing,  
And always have a smiling face,  
And never sulk for anything.—*Gabriel Setoun*.

There's joy in the mountains;  
There's life in the fountains;  
Small clouds are sailing,  
Blue sky prevailing;  
The rain is over and gone!—*Wordsworth*.



Where the pools are bright and deep,  
Where the gray trout lies asleep,  
Up the river and o'er the lea—  
That's the way for Billy and me.—*James Hogg.*

### STUDY 16

## THE CIRCUS PARADE

In this picture of the Circus Parade, pick out the objects of interest and describe them as shown in the line of march. How many of you have watched such a circus parade on the street? Was it much like this, as shown in the picture? Tell how it was different from the one in the picture.

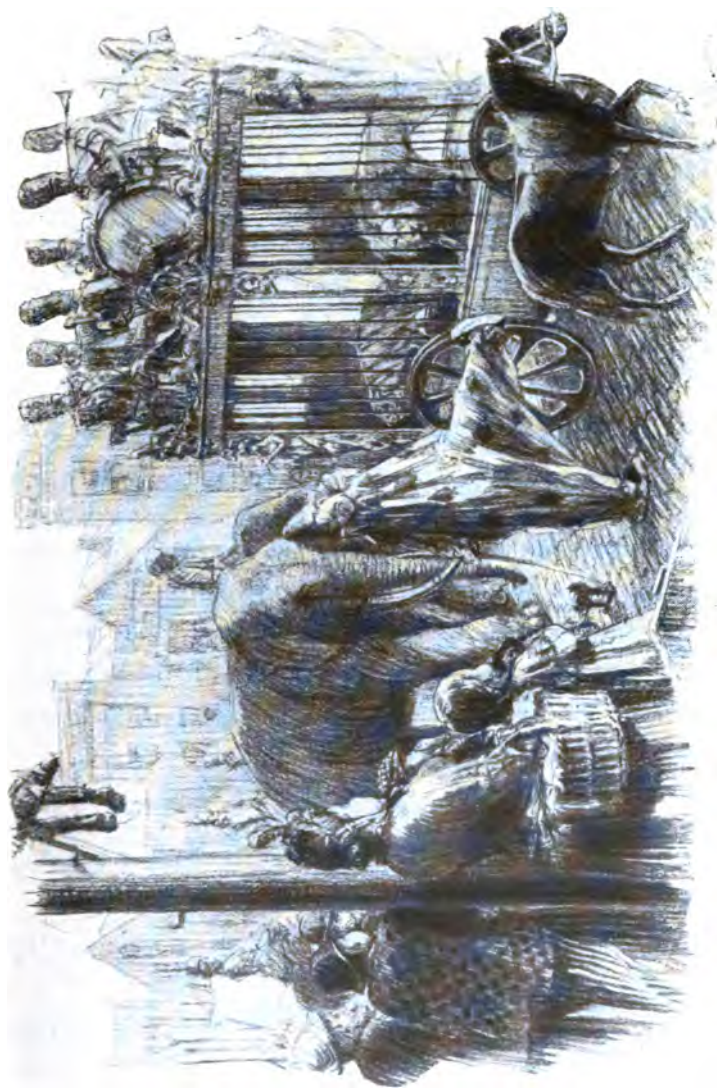
### Exercises

1. Describe to the class all the objects of interest you saw in a circus parade.

Tell the teacher about the following things and she will write what you say on the board:

### *Outline*

- a. The wagons with wild animals.
- b. The elephants.



THE CIRCUS PARADE

- c. The ponies.
- d. The clowns.
- e. The camels.

Read your sentences. Are they correct in the use of capitals, spelling, and marks.

Now the teacher will erase the sentences, leaving the outline, and you may write a short paragraph of two or three sentences about each of these topics. If there are any words you can not spell, ask the teacher and she will put them on the board.

2. When you have finished writing your sentences, you may read them in the class and we shall correct the mistakes and make a list of the words for spelling.

3. In this lesson we have as many paragraphs as there are topics in the outline. How do we show the beginning of a paragraph? How do we show the beginning and end of a sentence?

### LETTERS

4. For another lesson write the teacher a letter giving three reasons why you would like to go to the circus.

Before writing this observe the proper placing of the parts.

Study the following letter so as to know the correct form:

104 Magnolia Street,  
Baltimore, Maryland,  
Jan. 20, 1915.

Dear Aunt Mary,

Yesterday we were on the street when the Circus Parade passed by.

Your loving nephew,  
CHARLES.

Put the letter you write the teacher in an envelope and direct it properly.

In our next lesson we shall look at these letters and correct mistakes that have been made. We shall select those that are good enough to be models for our next letters.

5. The funniest thing in the world, I know,  
Is watching the monkeys in the show!  
Jumping and running and racing 'round,  
Up at the top of the pole, then down!  
First they're here, and then they're there,  
And just almost any and everywhere!  
Screaching and scratching wherever they go,  
They're the funniest things in the world, I know!

—James Whitcomb Riley.

The lion is the beast to fight;  
He leaps along the plain,  
And if you run with all your might,  
He runs with all his mane.

**STUDY 17****HOMONYMS**

1. The sky is *blue*.

The wind *blew*.

What do you notice about the words *blue* and *blew*?  
How are they alike? How do they differ?

2. Find in the sentences below words that sound alike  
but have different meanings and are spelled differently:

She can not write with her right hand.

I am learning to sew.

We are going to sow the seed.

It is so cold that it seems like winter.

Such similar words are known as homonyms.

3. Study the following words and their meanings.  
Make sentences using each:

through—threw	eye—I
son—sun	to, too—two
know—no	hour—our
made—maid	be—bee

4. Study the use of homonyms in the following sentences :

The wind blew the kites up into the blue sky.

The boy threw a stone through the window.

The son of the old man rose after the sun was up.

No, I do not know the gentleman.

I have two sharp eyes, but they are too careless to see some mistakes.

The maid made a loaf of good bread.

Our friends came an hour ago.

The bee may be happy gathering honey.

5. The following are some of the *homonyms* that we have used thus far in this book :

wood—would	write—right
there—their	knows—nose
hairs—hares	here—hear
one—won	rain—reign

Tell the meanings of these words and make sentences showing the proper use of each.

### STUDY 18



### THE STORY OF THE FLOCK OF SHEEP

A herdsman was driving a flock of sheep along the high road. They came to the entrance of a long, covered bridge over which they must pass in crossing a river. A

big ram, with curling horns, marched proudly at the head of the sheep. As the brave leader of the flock entered this dark passageway, he saw, at some distance ahead, an open window in the side of the bridge. He thought this was an opportunity to escape from the dark passage and to gain light and freedom. So running forward, he made a bold leap through the window. As is usual with sheep, the others followed. One after another they made the spring and shot out through the window.

When the tardy herdsman came to the opening, he saw his flock struggling in the river and making their way with difficulty to the shore.

There is a wise old saying, "Look before you leap."

### Exercises

1. Have you ever seen one of these old-fashioned, covered bridges? Such a bridge was roofed in like a house and had windows to light up the dark passage. Sheep, more than any other animals, follow a leader and what the leader does, they all imitate. In this way they sometimes do funny and foolish things.

2. Read this story and tell it in full. Use the following words in sentences: *herdsman*, *entrance*, *bridge*, *passageway*, *distance*, *opportunity*, etc.



3. Write the story in full from memory. Compare your words and sentences with those in the book and correct all mistakes.

Study the words in italics and then write sentences using the words in the lists below.

The herdsman *drove* the flock along the highway.  
They *had come* to the entrance of a covered bridge.  
An open window *was seen* at the side of the bridge.  
The sheep *had sprung* into the river.  
What finally *became* of the sheep?

drive	drove	driven
see	saw	seen
come	came	come
spring	sprang	sprung

### STUDY 19

#### THE LAND OF STORYBOOKS

At evening when the lamp is lit,  
Around the fire my parents sit;  
They sit at home and talk and sing,  
And do not play at anything.

Now, with my little gun, I crawl  
All in the dark along the wall,  
And follow round the forest track  
Away behind the sofa back.

There in the night, where none can spy,  
All in my hunter's camp I lie,  
And play at books that I have read  
Till it is time to go to bed.

These are the hills, these are the woods,  
These are my starry solitudes;  
And there the river by whose brink  
The roaring lion comes to drink.

I see the others far away  
As if in firelit camp they lay,  
And I, like to an Indian scout  
Around their party prowled about.

So when my nurse comes in for me,  
Home I return across the sea,  
And go to bed with backward looks  
At my dear land of Storybooks.

—*Robert Louis Stevenson.*

**Exercises**

1. In the first stanza, describe the room and what the parents are doing. Why are they not playing?

Read the second and third stanzas. What is the boy doing? What story have you read that you could play at in the sitting-room?

In the fourth and fifth stanzas, in what sort of region does the boy think he is hiding and acting the story? How does he think of his parents sitting about the fire? Do you suppose the boy enjoys his game? What is meant by "the dear land of Storybooks"? How does the boy feel about going to bed? What kind of stories has he been reading?

Find the words at the ends of the lines that rhyme.

2. Write the first two stanzas from dictation, being careful about spelling and capitals.

Write this story in simple prose, telling how the boy played by himself in the sitting-room.

3. Memorize the whole poem and repeat it in class.

4. Read the following sentences, noting the special words:

We may say, "My parents sat about the fire," or "My parents *were sitting* about the fire."

They *sat* and *talked* and *sang*, but they *did* not *play* at anything.

There at night I *lay* in my hunter's camp until bed-time *had come*.

These places *were* my hills and woods.

At the river's brink the roaring lion *came* to drink.

I *had seen* the others *lying* in the firelit camp.

When the nurse *came* I *went* to bed and *looked* backward at my land of Storybooks.

Fill in the blanks in the following sentences :

In the evening my parents — the lamps.

My parents — about the fire talking.

They — not wish to play.

In my hunter's camp I — down.

These — the hills and woods.

The roaring lion — at the river's brink.

I have — the others by the firelit camp.

I prowled about as they — by the camp-fire.

The nurse had — for me and I — unwillingly to bed.

5. Make short sentences containing the following words :

light	lit	has lit
sit	sat	has lighted
does	did	has sat
is	was	has done
are	were	has been
see	saw	has seen
come	came	has come
drink	drank	has drunk
lie	lay	has lain
go	went	has gone

For example: They lit the lamp. He has lit the lamp.  
He has lighted the lamp.

### STUDY 20

## THE KNIGHTS AND THE SHIELD

A long time ago, a statue of the Goddess of Victory stood at a point where four roads met. The tall figure held a spear in one hand, and the other hand rested upon a shield. This shield was finely wrought, one side in gold and the other side in silver.

One day two knights, one clad all in black, the other all in white, came riding from opposite directions. They reached the statue at the same time and both stopped

to admire the beauty of the figure and to read the words on the shield.

After a few moments the Black Knight said, "This golden shield—"

But the White Knight interrupted him: "Golden shield! why, if I have eyes, it is silver!"

"You have eyes, but can not see," replied the Black Knight. "The shield is gold."

"I can see that this shield is silver!" said the White Knight angrily. "Would one dare to expose a golden shield upon a public highway? A silver one might be a strong temptation for some people who pass this way."

Now the Black Knight did not like the way this was said, and his reply was not gentle. The dispute quickly ended in a challenge.

Each knight rode back some distance. Then turning and couching their spears, they rushed at each other with such force that both were unhorsed.

As they lay on the ground, stunned and bleeding, a wise physician came that way. With healing balms he revived them. Then he asked the cause of their quarrel.

The Black Knight spoke first. "This man declares that yonder shield is silver."

"He says it is gold!" cried the White Knight.

The wise man sighed. "You are both right, friends,

and you are both wrong. If either of you had taken time to look at the other side of the shield, all of this bloodshed might have been spared.

“But the evil that has come to you should teach you a lesson. Never begin a quarrel until you have looked on both sides.”

### Exercises

1. Read the story carefully, so that you may be able to read it well in the class.

The parts that represent the conversation are preceded and followed by little marks called quotation marks (“—”). How have you used quotation marks in other lessons?

Where are capital letters used in this story?

Explain what the White Knight meant when he asked, “Would one dare to expose a golden shield upon a public highway?” What do you understand by: “The dispute quickly ended in a challenge”? What is the meaning of “couching their spears”? Explain “with healing balms he revived them.”

Tell the story.

The expression, “There are always two sides to a shield,” is often used. What do you think it means?

Write and read in class a short paragraph about it, showing its meaning.

2. Treat this story as a dialogue and let three boys act it.

3. Spell in class and give the meaning of the following homonyms:

road—rode

read—reed

knight—night

see—sea

their—there

four—fore

Write sentences showing the correct use of these words.

### STUDY 21

#### HIDE AND SEEK

Now hide the flowers beneath the snow,  
And Winter shall not find them;  
Their safety nooks he can not know;  
They left no tracks behind them.

The little brooks keep very still,  
Safe in their ice-homes lying;  
Let Winter seek them where he will.  
There's no chance for his spying.



Gone are the birds; they're hiding where  
The Winter never searches:  
Safe in the balmy Southern air,  
They sing on sunlit perches.

But comes the Spring at last to look  
For all her playmates hidden,  
And one by one—flower, bird, and brook—  
Shall from its place be bidden.

Then shall the world be glad and gay,  
The birds begin their chorus,  
The brooks sing, too, along their way,  
And flowers spring up before us!

—*Frank Dempster Sherman.*

#### Exercises

1. Write this first stanza on the board. Read it. What flowers do you know that hide under the snow in winter? Tell of some others that can not hide under the snow. What are some of the plants that are killed by the frost and snow?

Study the words in the first stanza. Use these words in oral sentences: *beneath, safety, their, can not, tracks, flowers.* Why is Winter written with a capital? What other words begin with capitals? Why do they?

2. The teacher will now dictate these lines and you may write them, being careful about spelling, capitals, and writing.

Compare your papers with the poem in the book and correct any errors or make changes needed.

3. In the second stanza, where is the brook hiding? In the third stanza, where are the birds hiding from Winter?

Read the rest of the poem. What will Spring do? Write a statement of what Spring will do.

4. Memorize the first stanza and repeat it in the class. Before writing from memory, notice the use of capitals, and the spelling. Then write the stanza from memory.

Compare your copy as written with the book and make corrections.

Where do we use capitals in this poem? Tell why. Note marks of punctuation.

5. Notice the words in italics in these sentences:

The flowers *are hidden* beneath the snow.

Their hiding places can not be *known*.

The brooks *lay* under their shelter of ice.

The birds *have gone* south and *are hidden* there.

They *will* sing till the spring *has come* again.

The playmates *hid* themselves till spring *bade* them come forth.

The birds *began* their chorus and *sang* again.

The Winter *shall* not hurt the flowers.

I *will* find the hiding flowers.

Make oral sentences using the following words:

hide	hid	are hidden
know	knew	have known
go	went	have gone
sing	sang	have sung
begin	began	have begun
spring	sprang	have sprung
shall	will	

6. *Lie, lay, have lain* are used when we speak of a thing as resting or reclining. Examples:

I *lie* upon the ground.

The dog *lay* upon the ground.

The dog *has lain* long on the ground.

"The little brooks keep very still.

Safe in their ice-home *lying*."

*Lay, laid, have laid* mean to cause a thing to rest or recline. Examples:

*Lay* the knives and forks on the table.

The girls *laid* the napkins on the shelf.

The boys *have laid* their books aside.

Observe that these words *lie* and *lay* are distinctly different in meaning and one form, *lay*, is used in two senses and is found in both series.

7. Use the proper form *lie, lay, have lain, laid, or has laid* instead of the blanks in the following sentences:

He ——— all night on the cold ground.

I ——— in the tent to rest.

John ——— the books on the shelf.

The soldiers ——— ——— in trenches many days.

The soldiers ——— ——— their guns on the ground.

## STUDY 22

### USE OF CAPITALS

1. It was late in December when LaSalle reached the mouth of the Chicago River, with the rest of the men and boats. It was the dead of winter and the streams were frozen. They had made sledges, placed on them the canoes, the baggage, and a disabled Frenchman, crossed from the Chicago to the northern branch of the

Illinois, and filed in a long procession down its frozen course. Below Lake Peoria they reached open water, embarked in their canoes, and floated down the river, till, on the 6th of February, they entered the Mississippi.—*Parkman.*

Copy the above selection carefully, noting the use of capitals. Make a list of the words requiring capital letters.

Learn this paragraph so that you can repeat it or write it.

2. How many days has my baby to play?

Saturday, Sunday, Monday,  
Tuesday, Wednesday, Thursday, Friday,  
Saturday, Sunday, Monday.—*Mother Goose.*

Thirty days hath September,  
April, June, and November;  
February has twenty-eight alone,  
All the rest have thirty-one,  
Excepting leap-year, that's the time  
When February's days are twenty-nine.

April showers  
Make May flowers.

A swarm of bees in May  
Is worth a load of hay;  
A swarm of bees in June  
Is worth a silver spoon;  
A swarm of bees in July  
Is not worth a fly.

Point out the capitals in the above rhymes. You see that the names of the months are written with capitals in all of these selections.

Names of months begin with capital letters.

Names of the days of the week also begin with capital letters.

3. Write a short paragraph about the present month.

### STUDY 23

#### THE SHEPHERD BOY

A man who had a fine flock of sheep put them into a field, and hired a boy to take care of them. The man, himself, worked near by with his men.

The sheep went nibbling the grass all day, up and down the hills and along the brook. All the boy had to do was to look out for the wolf, and see that he did not come prowling into the field.

After a while the boy began to wish that something would happen. It was so tiresome staying there all alone, with no one to speak to and nothing to do but watch for the wolf. He wished he could be with the men in the next field, or that they would come and stay with him. All at once he thought, "I will make them think the wolf has come. That will be great fun."

So he called out as loudly as he could, "Help! help! the wolf!" and all the men came running to him.

When they found it was only a joke, they laughed and went back to their work.

The next day the boy tried the trick again. As before the men dropped their mattocks and spades and ran to help the boy. He only laughed at them, but this time they did not relish the joke. Still the boy did not give up. Again and again he shouted, "Wolf! wolf!" but the men took no notice of him when he called, no matter how loudly or how long he shouted.

After a while the wolf did get into the field. Then the boy called in real terror, "Pray come and help me. The wolf is killing the sheep. The wolf! the wolf!" But no one gave heed to his cries.

Finding only a coward in care of the flock, the wolf left few of the sheep uninjured.

## Exercises

1. Would you like to herd sheep in a pasture where there were trees and a brook? What could you do to pass the time pleasantly? If you could take a shepherd dog along, what then? Don't you suppose the boy had a stick or club with which he could have driven off the wolf?

2. Read the story through with care and then read it aloud in a lively fashion before the class. Lay the books aside and tell the story, using the words and phrases of the book as nearly as you can.

3. Read the whole again, picking out any words that may be difficult in meaning or spelling, as, *hired, nibbling, prowling, field, tiresome, loudly, laughed, dropped, mattocks, relish, notice, shouted, terror, cries, uninjured.*

4. Examine the marks of punctuation in this story and tell what they mean.

5. wolf—wolves

knife—knives

loaf—loaves

wife—wives

thief—thieves

sheaf—sheaves

What can you tell about the way of spelling the above words:



Read the following sentences :

The wolf was a thief that came to steal the sheep.

The wolves are thieves.

The wife baked two loaves of bread.

The loaves are well baked.

The wives are preparing dinner for the men.

6. Read these sentences, paying attention to the words in italics :

The boy *took* care of the sheep.

The sheep *were taken* to the pasture every day.

When the boy *had seen* the wolf he cried "Help."

The boy *had begun* wrong by telling a lie.

If he *had* always *spoken* the truth, the men *would have given* heed to his cry.

But they *gave* no attention to his call for help. The men *took* no notice of him. The boy *gave* up the sheep to the wolf. When the men *came* to help him he laughed at them for having *come*.

7. Write a sentence using each of the following words:

take

took

have taken

see

saw

have seen

begin	began	have begun
give	gave	have given
come	came	have come
speak	spoke	have spoken

**STUDY 24**

## CONTRACTIONS AND QUOTATIONS

## TURNING THE GRINDSTONE

When I was a little boy, I remember, one cold Winter's morning, I was spoken to by a smiling man with an axe on his shoulder.

"My pretty boy," said he, "has your father a grindstone?"

"Yes, sir," said I.

"You're a fine little fellow," said he; "will you let me grind my axe on it?"

Pleased with the compliment of "fine little fellow," "Oh, yes, sir," I answered. "It's down in the shop."

"And will you, my man," said he, patting me on the head, "get me a little hot water?"

How could I refuse? I ran and soon brought a kettleful.

"How old are you? and what's your name?" continued

he, without waiting for a reply. "I'm sure that you're one of the finest lads that ever I have seen; will you just turn a few minutes for me?"

Tickled with the flattery, like a little fool, I went to work, and bitterly did I rue the day. It was a new axe, and I toiled and tugged till I was almost tired to death. The school bell rang, and I couldn't get away; my hands were blistered, and the axe wasn't half ground. At length, however, it was sharpened; and the man turned to me with:

"Now, you little rascal, you've played truant; scud to school, or you'll rue it!"

"Alas!" thought I, "it is hard enough to turn a grindstone this cold day, but now to be called a rascal is too much."—*Benjamin Franklin.*

#### Exercises

1. Read the story through carefully, and then close the book and tell it.
2. Read the story again and notice where capitals and quotation marks are used.
3. Make a list of expressions that explain who is speaking, as, *said he*, etc. How many times are quotation marks used?

4. Write each of the contractions and also give its full form, as, *you're*, *you are*, etc.

What other contracted forms have you met with in previous lessons? (Page 34.) Notice the language of people when they are talking and observe whether they use many such contractions, such as, *isn't*, *wasn't*, etc.

5. How did the man go to work to get Benjamin to help him? Could Benjamin give any good reason for being late to school? What would you have done in Benjamin's place?

What do you think of the way in which the man with the axe treated the little fellow?

What does it mean when we say of a person, "He has an axe to grind"?

6. Notice the words in italics in the following sentences:

*Will* you let me grind my axe?

*Can* you bring me a pail of water?

How *could* I refuse?

I was sorry I *had gone* to work for the man with the axe.

The school bell *had rung*.

*May* I be excused from this work?

I *couldn't* get away any sooner.

I *saw* that the man had flattered me.

I *might* help you if I had time.

Write a short sentence for each of the following words:

go	went	have gone
will	would	
can	could	
ring	rang	have rung
shall	should	
may	might	

7. Fill the blanks in the following sentences :

I — willing to help the man.

You — a fine boy.

My father — a grindstone.

— you bring me some hot water?

When the school bell — I — not go.

You — played truant.

When the man — — I hurried off to school.

I — not go when the bell —.

## STUDY 25

## THE BROWN THRUSH

There's a merry brown thrush sitting up in a tree,

He's singing to me! he's singing to me!

And what does he say, little girl, little boy?

"Oh, the world's running over with joy!

Don't you hear? don't you see?

Hush! look! in my tree,

I'm as happy as happy can be!"

And the brown thrush keeps singing, "A nest do you see,

And five eggs hid by me in the juniper tree?

Don't meddle! don't touch! little girl, little boy,

Or the world will lose some of its joy!

Now I'm glad! now I'm free!

And I always shall be,

If you never bring sorrow to me."

So the merry brown thrush sings away in the tree,

To you and to me, to you and to me.

And he sings all the day, little girl, little boy,

"Oh, the world's running over with joy!"

But long it won't be,

Don't you know? don't you see?

Unless we are as good as can be.—*Lucy Larcom.*

**Exercises**

1. In this poem the author imagines the thrush is singing and talking like a person, with the feelings and interests of a human being.

What lines show how the bird felt and acted?

2. What idea had Miss Larcom in putting these lively words into the mouth of the little bird? Do you suppose she is warning children against disturbing birds' nests and eggs? Would you desire to rob a bird's nest after hearing and reciting this poem?

3. In this poem observe closely the great variety of punctuation marks, capitals, etc. Nearly every kind of mark is found in this short poem.

4. Notice that quotation marks are used to show the exact words used by the speaker. Point out these parts. Copy the first stanza with all its markings.

5. Learn to read the entire poem well.

6. Memorize one or more stanzas and later write them from memory.

7. Make a list of the contractions in this poem, and give the words they stand for.

8. *Don't* means *do not*. Be careful to remember this, for *don't* is often used incorrectly. The contraction for

*does not* is *doesn't*, and it is wrong to use *don't* when you mean *doesn't*.

Read the following sentences :

I do not want the book.

I don't want the book.

You do not want the book.

You don't want the book.

She does not want the book, because it does not contain the story.

She doesn't want the book, because it doesn't contain the story.

Always say :

He does not, or, he doesn't.

She does not, or, she doesn't.

It does not, or, it doesn't.

Write sentences in which *don't* or *doesn't* is used correctly after the following words :

I	he	flowers	boy
you	she	snow	box
we	it	paper	horses
they	John	Mr. Jones	bushes



Fill the blanks in the following sentences with correct contractions of *do not* and *does not*.

The farmer — need help.

The teacher — use that book.

We — recite that lesson.

I — go skating.

The water — freeze.

The rosebush — grow.

Why — you play ball?

Why — the roses bloom?

9. Here are some other contractions formed by a word with a contraction of not :

do not	don't	had not	hadn't
does not	doesn't	is not	isn't
can not	can't	are not	aren't
could not	couldn't	was not	wasn't
will not	won't	did not	didn't
has not	hasn't	have not	haven't
should not	shouldn't		

## STUDY 26



## KING HENRY AND THE MILLER

## Characters :

KING HENRY II.

JOHN COCKLE, a miller.

DAME COCKLE.

RICHARD COCKLE.

GENTLEMEN OF THE HUNT.

## SCENE I

*A forest at dusk. The king in hunting dress enters alone. He winds his horn and listens.*

KING HENRY.—No answering sound of bugle, or voice, or galloping horses, or baying hounds. Zounds, but I am weary! I long for supper, bed, and shelter. (*Walks around examining the ground.*) Ha! here is a path. I am glad to leave this dark forest, for outlaws may dwell here. Yonder comes a man. I'll speak to him.

*(The miller, his clothes whitened with flour, comes down the path. The king bows politely.)*

My good miller, can you tell me the nearest way to Nottingham?

*(The miller looks at him doubtfully.)*

JOHN, THE MILLER.—Sir, I intend no saucy jest, but I think what I think, and that is that thou dost not come so far out of the way for nothing.

KING HENRY (*pleasantly*).—What dost thou take me for, that thou passest such judgment upon me?

JOHN.—Good faith, sir, and to speak plain, I think thou art some gentleman thief of the forest. So stand back there in the dark. Don't come near, lest I crack thy knavish crown with my cudgel.

KING HENRY.—Nay, friend, thou dost me great

wrong. I am an honest gentleman. I have lost my way, and I want supper and lodging for the night.

JOHN.—I do not believe that thou hast one groat in thy purse, for all thy gay clothes. Thou dost carry all thy silver on thy outside, like a pheasant.

KING HENRY.—Wrong again. I have money enough to pay for all I call for.

JOHN.—Well, if thou art truly an honest man, and canst pay for it, I will gladly give thee lodging and food.

KING HENRY.—I have been accounted such a man. Here's my hand on it.

JOHN.—Not so fast. I must know thee better, ere we shake hands. Thou mayst be a hobgoblin, for all I know. Come with me, but not too close.

## SCENE II

*A room in the miller's cottage. His wife is cooking supper, and Richard, the son, is sitting in the corner watching the pot boil. The miller brings King Henry into the firelight. Dame Cockle, and Richard, an uncouth but good-natured lad, look astonished. All stare at the king.*

JOHN.—Now, sir, let me see what thou art like.

KING HENRY.—Look thy fill. Do not spare my modesty.

JOHN.—On the whole, I like thy face; it is an honest one. Thou mayst stay with us till morning.

DAME COCKLE.—Ay, by my troth, husband, he is a comely youth, yet it is best to have a care. Art thou no runaway servitor, my pretty lad? Show us thy passport, and it pleases thee, so all shall be well.

KING HENRY (*bowing low*).—I have no passport, my fair mistress, and I never was a servitor. I am but a poor huntsman belonging to the court, who has lost his way. I am too wearied to go to Nottingham to-night, so I ask your kind hospitality.

DAME COCKLE.—Well, thou art welcome, and though I say it, thou shalt be well lodged in my home. I will give thee a bed of fresh straw, and good brown hempen sheets, span clean, and thou shalt sleep like a prince.

JOHN.—Ay, sir, and thou shalt have no worse bed-fellow than our son Richard. (*The king makes a wry face at the idea of sharing his bed with a stranger.*)

RICHARD.—Nay, father, I have a word to say to that. First, my good fellow, tell me truly, art thou right cleanly and wholesome?

KING HENRY (*laughing*).—Ay, friend, I'll answer for it; thou'lt have no cause to complain of me on that score.

DAME COCKLE.—Come, now, to supper.

KING HENRY.—A most welcome call.

*(They sit at the table eating, the king being much pleased with the food. The miller takes a big brown bowl into his hands.)*

JOHN.—Your health, good stranger. *(He drinks and passes the bowl to the king.)*

KING HENRY.—I drink to your good health, my host, and to yours, kind hostess; *(he drinks)* and, also, permit me to drink to your gallant son. *(He bows to Richard.)*

RICHARD.—Then do it quickly, and pass the bowl, for I am dry.

JOHN.—Now, wife, let us have a taste of “lightfoot.” *(Dame Cockle brings out a venison pie and puts it on the table. A portion is put upon the king’s plate.)* Eat, sir, but make no waste. It is a dainty dish.

KING HENRY.—Ay, by my faith! I find it the daintiest dish that I ever tasted.

RICHARD.—By my faith! it is no dainty at all, seeing that we eat it every day.

KING HENRY.—In what place may the meat you call “lightfoot” be bought?

RICHARD.—Why, as to that, we don’t buy it at all. We fetch it on our backs from the forest yonder. To

say truth, we now and then make free with the king's deer, seeing that he hath more of a good thing than he needs or deserves.

KING HENRY.—So, then, this is venison.

RICHARD.—Ay, any fool may know that. We are never without two or three up there under the roof. But mind thou tell no tales when thou leavest us. We would not for twopence that the king should know of it; he might be villain enough to hang us.

KING HENRY.—Don't be uneasy, my friend. He shall never know any more of it through me, I promise thee. Now, good Dame Cockle, will you show me that fine bed you spoke of? I am very tired, and fain would rest. (*Dame Cockle takes a candle and leads the way to the next room.*) Good night, friends.

### SCENE III

*(The king, having slept well in spite of the snoring of his bedfellow, is paying for his lodging, when the trampling of horses is heard outside. Richard goes to the door.)*

RICHARD.—What noble company is here! Can these be a king's followers?

*(Several knights enter the cottage, and kneel before the king.)*

A KNIGHT.—Can our gracious King forgive us? We know not how we lost you yesterday. Forgive our heedlessness!

OTHER KNIGHTS.—Pray do, gracious Sovereign. We have sought you far and wide. *(The king nods assent, and turns to the miller, who stands speechless with terror. The king slowly draws his sword from its scabbard and the miller sinks to his knees. His wife, weeping, kneels behind him. Richard, upon hearing who his bedfellow is, runs away to the forest.)*

JOHN.—Don't cut off my head, your Majesty! It won't do anybody so much good as it does me!

*(The king smiles and drops his sword lightly upon the miller's shoulder.)*

KING HENRY.—Arise, Sir John Cockle!

#### Exercises

1. Read the first scene and study the characters. Observe the dress and equipment of the king; also his weary, anxious manner. The miller, with his flour-dusted, common clothes, meets the handsomely dressed man, and is surprised and distrustful.

2. This description of the king riding out from his



castle with his followers gaily dressed and on horseback may be made the basis of a language lesson. Let children describe the men and their equipment for the hunt.

3. Point out the parts not included in the dialogue. *Zounds! Ha!* are called exclamations. Observe contracted forms also, as, *I'll, don't, here's*. Look up in the dictionary the meaning of such words as *knavish, cudgel, goat, pheasant, hobgoblin*. Tell why the words in the dictionary are arranged in alphabetical order.

4. In the second scene describe the house of the miller, its furniture, and the members of the family. Explain the meaning and note the spelling of *uncouth, modesty, by my troth, servitor, passport, court, hospitality, wry, gallant, venison, dainty, villain, fain, gracious, sovereign, scabbard, terror*. Notice the contractions, *I'll, thou'lt*. Why is *king's* written with an apostrophe (')?

5. Make a study of the unusual forms of the words italicized in the following sentences:

*Thou dost* not come.

*Thou art* some gentleman thief.

What *dost thou* take me for?

If *thou art* truly an honest man, I will give *thee* food.

I must know *thee* better.

Look *thy* fill.

Thou *mayst* stay with us.

*Thou shalt* be well lodged.

Art *thou* right cleanly?

Mind *thou* tell no tales.

I promise *thee*.

Change these sentences into modern English.

6. Assign parts for the children to memorize so as to dramatize the story. Act the parts with spirit.

7. Write a brief description of the home and surroundings of the miller in the midst of the forest.

8. In the following sentences notice the use of,

(a) *may* and *can*.

*Can* you tell me the way to Nottingham?

Thou *mayst* stay with us till morning.

*May* I ask for a night's lodging?

Ay, any fool *may* know that.

Make other sentences using *may* and *can*.

(b) *Don't*, *doesn't*, and *won't*.

*Don't* come near me.

The miller *doesn't* know the king.

*Don't* cut off my head, your Majesty! It won't do anybody else any good.

Make six other sentences using *don't*, *doesn't*, and *won't*.

(c) *Give, shake, and know.*

I will gladly *give* thee lodging.

I must *know* thee better, before we *shake* hands.

Make sentences with :

give	gave	have given
shake	shook	have shaken
know	knew	have known

(d) *Shall and will.*

So all shall be well.

Thou shalt be well lodged in my house.

I will give thee a bed of fresh straw.

Thou shalt sleep like a prince.

I will answer for it; thou'lt have no cause to complain of me on that score.

He shall never know any more of it through me.

Will you show me that fine bed you spoke of?

9. *Drink, eat, hang, show, speak, draw, sink, arise.*

Give oral sentences with the three forms of each.

drink	drank	have drunk
eat	ate	have eaten
hang	hung	have hung
show	showed	have shown
speak	spoke	have spoken
draw	drew	have drawn
sink	sank	have sunk
arise	arose	have arisen

### STUDY 27

#### THE APPLE-TREE

1. Describe the old apple-tree,
  - a. In May time.
  - b. In October.
  - c. In winter.
2. Tell of the sports and games of children under the branches of the old apple-tree.
3. If the old apple-tree could talk what stories could it tell?
4. If you were planting an orchard what kind of apple-trees would you plant and why?
5. Write a fuller account of one of the four topics named above.

6. Read the following stanzas on the *Planting of the Apple-Tree* written by the poet, Bryant :



### THE APPLE-TREE

What plant we in this apple-tree?  
Buds, which the breath of summer days  
Shall lengthen into leafy sprays;  
Boughs where the thrush, with crimson breast,  
Shall haunt and sing and hide her nest;  
    We plant, upon the sunny lea,  
A shadow for the noontide hour,  
A shelter from the summer shower,  
    When we plant the apple-tree.

What plant we in this apple-tree?  
Sweets for a hundred flowery springs  
To load the May-wind's restless wings,  
When, from the orchard row, he pours  
Its fragrance through our open doors;  
A world of blossoms for the bee,  
Flowers for the sick girl's silent room,  
For the glad infant sprigs of bloom,  
We plant with the apple-tree.

What plant we in this apple-tree?  
Fruits that shall swell in sunny June,  
And redden in the August noon,  
And drop, when gentle airs come by,  
That fan the blue September sky,  
When children come, with cries of glee,  
And seek them where the fragrant grass  
Betrays their bed to those who pass,  
At the foot of the apple-tree.

7. Copy the first stanza, noting capitals and markings.

In the second stanza explain what is meant by "flowery springs." Tell what the winds of May do. When do bees come to the apple orchard? What use is made of the apple-tree blossoms?

Describe the apple-tree in summer and autumn. Memorize this verse and recite it in class.

### STUDY 28

## ABBREVIATIONS

The names of the months are used often in letter-writing and in business. To save time the name is often shortened, or abbreviated. These shortened forms are called *abbreviations*. The abbreviations for the months are:

Jan. for January	Sept. for September
Feb. for February	Oct. for October
Mar. for March	Nov. for November
Apr. for April	Dec. for December
Aug. for August	

March and April, being short, are usually written in full, and May, June, and July are never abbreviated.

Names of persons, and geographical names are often abbreviated. John Greenleaf Whittier becomes J. G. Whittier. Ralph Waldo Emerson is written R. W. Emerson. Here the abbreviations are the initials or first letters of the names.

Pennsylvania is written Penn.; New York is N. Y.; California is Cal.; Indiana is Ind.; Louisiana is La.; Illinois is Ill. You will see that there is no rule for abbreviations of geographical names, so it is necessary to learn them.

There are other abbreviations that are commonly used :

Ave. for Avenue	St. for Street
Dr. for Doctor	Co. for county or company
Mrs. for Mistress	A. M. for forenoon
Mr. for Mister	P. M. for afternoon

Examples: Mr. Porter sent for Dr. Wright. Mrs. Smith lives at 620 Bufort St. The train leaves at 9:40 A. M. A fast train arrives at 2:10 P. M.

### STUDY 29

## HOMONYMS

### THROUGH THE LOOKING GLASS

“And how many hours did you do lessons?” said Alice, in a hurry to change the subject.

“Ten hours the first day,” said the Mock Turtle; “nine the next, and so on.”



"What a curious plan!" exclaimed Alice.

"That's the reason they're called lessons," the Gryphon remarked; "because they lessen from day to day."

The Red Queen began again, "Can you answer useful questions?" she said. "How is bread made?"

"I know that!" Alice cried eagerly. "You take some flour—"

"Where do you pick the flower?" the White Queen asked. "In a garden, or in the hedges?"

"Well, it isn't picked at all," Alice explained; "it's ground—"

"How many acres of ground?" said the White Queen. "You mustn't leave out so many things."

### Exercises

1. The above selection is from Lewis Carroll's delightful story, *Through the Looking Glass*. You must be careful to study the meanings of homonyms so that you can avoid the confusion of Alice, the little girl in the story, and her amusing friends.

We have in the English language many words having the same sound, but different meanings, and usually different spellings. When words have the same sound, but different meanings or spellings, they are called homonyms.

2. What words in this selection are homonyms? Find their definitions.

Find the other homonym for each of the following words: *hours, so, bread, made, red; know, I, you, in, well.*

3. Select the contractions in the above paragraphs. Write them out in full.

4. How many different kinds of sentences are found in this selection?

What marks are used to show the different kinds of sentences?

### STUDY 30

## BOONE OUTWITS THE INDIANS

Once upon a time Boone was nearly captured by four Indians. He himself told the story at the wedding of a granddaughter a few months before his death. He had grown a small quantity of tobacco to supply his neighbors, for Boone himself never used it. He had laid the stalks of tobacco in three tiers on a shed made of rails ten or twelve feet in height. The lower tier of poles had been covered, and the tobacco was fully dried, when one day he went into the shed to remove this dry tobacco to an upper tier. While he stood on the rails some

distance from the ground, four stout Indians with guns came in through the low door and called him by name.

“Now, Boone, we got you. You no get away any



more, We carry you off Chillicothe this time. You no cheat us any more.”

Boone coolly looked down upon the upturned faces and saw his old friends, the Shawnees, who had taken him prisoner some years before. With the utmost coolness Boone spoke to them.

“Ah, old friends, glad to see you.” Then he told them that he was willing to go with them, and asked them to wait a moment till he had done with moving the tobacco. He soon began to ask after his old friends and said he would give them some tobacco to take along with them. In the meantime he had brought together a number of stalks of dry tobacco, and had turned them in such a way that they would fall between the rails right in the faces of the four Indians. At the same instant that the stalks fell, Boone jumped upon the Indians with as much of the dry tobacco as he could hold in his arms, filling their mouths and eyes with the pungent dust, and so blinding them that they could not see to follow him. In great haste he rushed out and ran to his cabin where he had ample means for defense. It was a narrow escape, but he could not resist the temptation, when he was fifteen or twenty rods away, to look back and laugh at the Indians, who, blinded and nearly choking, were holding out their hands and feeling about in every direction. The old man in telling this story imitated their gestures and tones of voice with great glee.

#### Exercises

1. Read the story and retell it orally.
2. Explain how you think the Indians discovered

Boone, and in what way they managed to come upon him by surprise. How might the Indians have planned it better so that Boone would not have slipped out of their hands?

Do you think that Boone thought out a plan to outwit the Indians? What other stories have you read of Boone to show his skill in dealing with the Indians? What are the qualities that gave Boone such fame as a backwoodsman? Was Boone right in deceiving the Indians, pretending to be friendly and willing to go with them, while he was planning to escape? What other backwoodsmen have you read about who were like Boone in character?

Give several reasons why you would have liked to live in Kentucky in the time of Boone. Perhaps you can give some stronger reasons why you would prefer not to have lived there at such a time.

3. Before writing the story notice,—

(a) The use of capitals, quotation marks, and punctuation marks.

(b) Study the spelling of *quantity*, *tobacco*, *neighbors*, *tiers*, *height*, *rails*, *distance*, *Chillicothe*, *cheat*, *pungent*, and other words that you are not sure about. Have a spelling match, using the words in this lesson.

Write the story from memory, being careful to

begin each sentence with a capital, and to spell the words properly. After writing the story, look it over carefully, making your own corrections. Read the story in the book and notice your own errors. Make the corrections in your own paper and give it to the teacher.

4. Read the following sentences and notice the words in italics. Make other sentences containing the same words.

Boone *had grown* a small field of tobacco.

He *had laid* the stalks on rails in the shed to dry.

When Boone *had seen* his old friends he planned to escape.

These friends *took* him prisoner many years before.

When Boone *had done* his work he would go.

He *had begun* to talk to them.

When the tobacco dust *had fallen* into their eyes, Boone *took* a leap and *ran* for his cabin.

5. Make oral sentences showing the right use of the following words:

grow	grew	had grown
lay	laid	have laid
go	went	have gone
see	saw	had seen

take	took	was taken
begin	began	was begun
fall	fell	had fallen
run	ran	has run

## SUMMARY OF IMPORTANT TOPICS

### FOR REVIEW AND DRILL

#### *Four Kinds of Sentences with Their Appropriate Markings.*

Declarative: Washington was a good general.

Interrogative: When was the Declaration of Independence signed?

Imperative: Thou shalt not steal.

Exclamatory: How the wind blows!

Begin every sentence with a capital letter.

Every line of poetry should begin with a capital.

The words *I* and *O* are always written as capitals.

All proper names of persons and places begin with capitals.

Names of days of the week and of the months begin with capitals.

All titles of persons or of books begin with capitals.

All abbreviations of names and titles begin with capitals.

All abbreviations should be followed by a period, as, Dr., Mr., ct., Feb.

Quotation marks should be used at the beginning and end of every quoted passage, as: "Thou hast spoken truth," said the King.

The apostrophe with *s* ('s) is used with singular nouns to denote possession, as, John's saddle. With nouns ending in *s* the apostrophe only is sometimes used, as: "For righteousness' sake." When the plural ends in *s* only the apostrophe is added, as: The boys' hats.

*The Proper Use of the Following:*

*Shall and will*—Thou shalt not bear false witness. Tomorrow you shall go out in your new clothes. I will find out the truth. I shall answer later.

*May and can*—May I be excused? I can not answer for his faults.

*There is and there are:*

There is a cause for each event.

There are causes for all events.

*There was and there were:*

There was a mistake in his sentence.

There were errors to be corrected.



Mrs., St., Mon., Tues., Wed., Thurs., Fri., Sat., Sun.,  
Jan., Aug., Sept., Oct., Nov., Dec.

P. M., A. M., Capt., P. O., Rev., sec., min., hr., in., ft.,  
pt., qt.

*Homonyms:*

to—too, two	knows—nose
road—rode	piece—peace
there—their	whole—hole
threw—through	flour—flower
been—bin	tail—tale
son—sun	would—wood
know—no	lesson—lessen
eye—I	bread—bred
hour—our	made—maid
be—bee	so—sow
oar—o'er, ore	in—inn
blue—blew	sea—see
road—rode	ate—eight
wood—would	sent—cent
hair—hare	meat—meet
write—right	buy—by
one—won	seen—scene
rain—reign	

*Pronouns:* Observe the use of :

I, me; we, us; he, him; she, her; thou, thee, and thine;  
ye.

It is I that wishes to go.

They invited Mary and me to the reception.

It was he that repeated the story.

I will tell him and her of their good fortune.

The king will tell thee, if thou art set free.

We girls are invited to the reception.

They invited us for the afternoon.

*Letter-Writing and Its Forms:*

Boston, June 2, 1914.

Dear Mr. Brown,

---

Sincerely,

JAMES STETSON.

*Errors to Be Avoided:*

*done* instead of *did*

*seen* instead of *saw*

*is* instead of *are*

*was* instead of *were*

Correct Forms

Mary did the service.

We saw the rainbow.

There are many mistakes.

There were hosts of insects.

<i>don't</i> instead of <i>doesn't</i>	John doesn't know his lessons.
<i>come</i> instead of <i>came</i>	Peter came home.
<i>run</i> instead of <i>ran</i>	They ran a race.
<i>laid</i> instead of <i>lay</i>	The horse lay on the ground.
<i>threwed</i> instead of <i>threw</i>	John threw a stone.
<i>drank</i> instead of <i>drunk</i>	They have drunk the wine.
<i>me</i> instead of <i>I</i>	He knew it was I.
<i>him</i> instead of <i>he</i>	It is he.
<i>us</i> instead of <i>we</i>	'Twas we who were seen.

#### FURTHER APPLICATION

The following short passages are to be studied so as to give a review of lessons in Part I. They illustrate points in regard to capitals and punctuation marks, correct spelling, irregular verbs, pronouns, homonyms, contractions, and the plural forms.

These passages should be studied till fully understood, and in some cases memorized so that they can be recited in the class with good natural expression, and also written correctly from memory. This will give children a better control of general sentence structure.

The memorizing of a few prose selections is somewhat more difficult than the learning of poetry, but it is very useful. In this way, we get the standard forms of the sentence fixed in mind and can then build our own sen-

tences better. This habit of sentence structure, this ready control of sentence forms, is of the greatest value in all studies.

### ROBERT BRUCE

Robert Bruce was a brave strong man. There was no one in Scotland that was thought a match for him except Sir William Wallace. Now that Wallace was dead, Bruce was held to be the best man in Scotland. He was wise and prudent and an excellent general. He knew how to conduct an army and place it in order of battle as well or better than any great man of his time. He was generous, too, and courteous by nature. But he had some faults, which, perhaps, belonged as much to the fierce period in which he lived as to his own character. He was rash and quick to anger, and in his passion he was sometimes harsh and cruel.—*Scott*.

Notice the length and variety of form in these sentences. After memorizing, recite them to the class with clearness and expression.

### THE MOCK TURTLE'S SONG

“Will you walk a little faster?” said a whiting to a snail,  
“There’s a porpoise close behind us, and he’s treading on  
my tail.

See how eagerly the lobsters and the turtles all advance!

They are waiting on the shingle—will you come and join  
the dance?

Will you, won't you, will you, won't you, will you join  
the dance?

Will you, won't you, will you, won't you, won't you join  
the dance?" —*Lewis Carroll.*

Observe the rhythm in this poem. It is really a song.

### MY BOYHOOD

When I was a boy in Scotland I was fond of everything that was wild, and all my life I've been growing fonder and fonder of wild places and wild creatures. Fortunately, around my native town of Dunbar, by the stormy North Sea, there is no lack of wildness, though most of the land lay in smooth cultivation. With red-blooded playmates, wild as myself, I loved to wander in the fields to hear the birds sing, and along the seashore to gaze and wonder at the shells and seaweeds, eels and crabs in the pools among the rocks when the tide was low. And, best of all, in glorious storms to watch the waves thundering on the black headlands and craggy ruins of the old Dunbar Castle when the sea and the sky, the waves and the clouds, were mingled together as one.—*John Muir.*

Learn this passage and recite it with spirit.

## NORTH SWEDEN

Very few foreigners travel in Sweden in the winter on account of the intense cold. As you go northward from Stockholm, the capital, the country becomes ruder and wilder, and the climate more severe. In the sheltered valleys along the Gulf of Bothnia and the rivers which empty into it, there are farms and villages for a distance of seven or eight hundred miles, after which fruit trees disappear, and nothing will grow in the short, cold summers except potatoes and a little barley. Farther inland, there are great forests and lakes, and ranges of mountains where bears, wolves, and herds of wild reindeer make their home. No people could live in such a country unless they were very industrious and thrifty.—*Bayard Taylor.*

## ROBINSON CRUSOE

And now in the managing of my household affairs, I found myself wanting in many things. These, I thought at first, it was impossible for me to make, as indeed, with some of them, it was. For instance, I could never make a cask to be hooped, though I spent many weeks upon it. I could neither put in the heads, nor joint the staves so



true to one another, as to make them hold water. So I gave that over.

In the next place, I was at loss for candles. As soon as it was dark, which was generally by seven o'clock, I was obliged to go to bed. I remembered the lump of bees-wax, with which I made candles in my African adventure, but I had none of that now. The only remedy I had was, that when I killed a goat, I saved the tallow.

With a little dish made of clay, which I baked in the sun, I added a wick of some oakum, and made me a lamp. This gave me light, though not a clear steady light like a candle.—*De Foe.*

### CINDERELLA

Immediately her godmother, who was a fairy, appeared beside her. "What are you crying for, my little maid?"

"Oh, I wish — I wish —" Her sobs stopped her.

"You wish to go to the ball, don't you?"

Cinderella nodded.

"Well, then, be a good girl, and you shall go. First run into the garden and bring me the largest pumpkin you can find."

Cinderella did not see what this had to do with going to the ball, but, being obedient and obliging, she went. Her godmother took the pumpkin, and, having scooped out all its inside, struck it with her wand. It became a splendid gilt coach, lined with rose-colored satin!

"Now bring me the mouse-trap out of the pantry, my dear."

Cinderella brought it. It contained six of the fattest, sleekest mice. The fairy lifted up the wire door, and as



each mouse ran out she struck it and changed it into a beautiful black horse.

“But what shall I do for your coachman, Cinderella?”

Cinderella suggested that she had seen a large black rat in the rat-trap and he might do for want of better.

“You are right. Go and look for him.”

He was found; and the fairy made him into a most respectable coachman, with the finest whiskers imaginable. She afterward took six lizards from behind the pumpkin-bed, and changed them into six footmen, all in splendid livery. They immediately jumped up behind the carriage, as if they had been footmen all their days.

“Well, Cinderella, now you can go to the ball.”

“What, in these clothes?” said Cinderella sadly, looking down at her ragged dress.

Her godmother laughed, and touched her also with the wand. At once her wretched threadbare jacket became stiff with gold, and sparkling with jewels, her woolen petticoat lengthened into a gown of sweeping satin, from underneath which peeped out her little feet, no longer bare, but covered with silk stockings and the prettiest glass slippers in the world.

“Now Cinderella, depart; but remember, if you stay one instant after midnight, your carriage will become a pumpkin, your coachman a rat, your horses mice, and

your footmen lizards; while you yourself will be the little cinder-wench you were an hour ago.”

Cinderella promised readily, her heart was so full of joy.

## PART II

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### STUDY 1

#### GOING TO A FIRE

The alarm bell has rung and the fire engine has dashed down the street with a noisy clatter. Some people rush to the windows and doors, others hurry along the street to see the fire.

Peter and Joe are among the first to hear the alarm and run pell-mell down the street. A dark cloud of smoke is seen rising into the sky and soon the flames burst from the top of a tall building. The fire engine is at work and has already thrown a big stream of water into the flames. The boys stand watching the firemen and the burning building. From where they stand they feel the scorching heat. The firemen have gone through the smoking halls and rooms and have brought out the women and children to a place of safety. It looks as if the great building must be destroyed. A second fire engine has come up and is now throwing a strong stream of water into the hottest part of the fire.

Little by little the flames are quenched and the smoke pours out in volumes. After an hour's hard fighting the



GOING TO A FIRE

fire is put out and the building stands safe in spite of much damage.

The firemen have done their work well. Plunging into the smoke and heat, without fear of danger, they have rescued the people and saved the building. The boys have seen what brave, strong men can do.

#### Exercises

1. Read this story to the class, pronouncing the words clearly. Tell what you can of the fire department in your town or city.

2. Tell the class about a fire you have seen.

3. Give reasons why it is well to have trained firemen in a city. How are fires sometimes started by careless people?

4. Let three of the children stand before the class.

Teacher: May, take the bell and ring it.

Teacher: What did May do?

Jane: May rang the bell.

Teacher: Ruth, what has May done?

Ruth: May has rung the bell.

Teacher: Tom, give us these three sentences again.

Tom: May rings the bell. May rang the bell. May has rung the bell.

5. Fill the blanks in these sentences with *ring*, *rang*, or *have rung*.

Yesterday the school bell ——— early.

Our school bell ——— every day.

Hear the school bell ———.

How often has the bell been ———?

Tell John to ——— the bell.

Use *see*, *saw*, and *have seen* in the following:

We ——— the smoke rising.

Last winter I ——— a great fire.

Often in the city we ——— big fires.

## STUDY 2

### THE STRONG WALL

Characters:

EMPEROR FREDERICK.

PRINCE LOUIS OF THURINGIA.

THE PRINCESS OF THURINGIA, sister of the Emperor.

SECRETARY.

#### SCENE I

*A room in the tower of the Prince's castle, which is built on a rocky hill.*

THE PRINCESS.—You find, brother, the view from the tower pleasing?

THE EMPEROR.—So beautiful a landscape I have sel-

dom seen. The hills and forests, and the clustered villages sheltered in the valleys make a glorious view. And how comfortable is the village that lies about the foot of the castle! As for the castle itself, it is altogether noble and strongly built. It is a real palace of a prince. I do not see that anything is lacking. But it is too bad that no outer wall surrounds it. How would you defend it against an enemy?

PRINCE LOUIS.—My Lord, I will not let two days pass before I put around this palace a wall so strong and costly that nothing like it can be found in all Thuringia.

THE EMPEROR (*laughing*).—That could hardly come to pass.

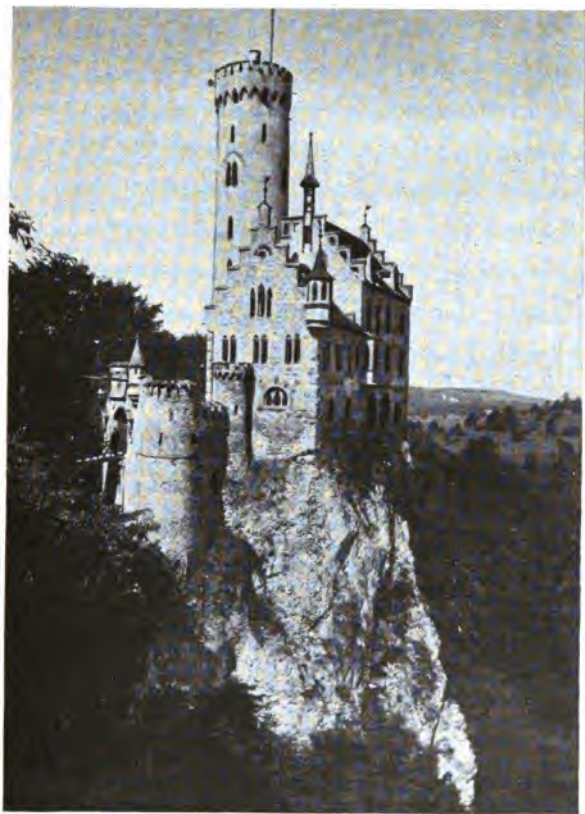
PRINCE LOUIS.—I think it can be done.

## SCENE II

*Room in the palace.*

PRINCE LOUIS (*to his secretary*).—I have work for you to-day. Send swift messengers with letters to all the barons and nobles of Thuringia. Bid them come at once, each with a chosen band of knights and squires in full armor and decked with all their trappings. Make no delay.

SECRETARY.—It shall be done, my Lord.



THE PRINCE'S CASTLE



## SCENE III

*At the door of the tower room.*

PRINCE LOUIS (*as they enter the room*).—My Lord, the wall which I boasted two days ago I should build stands ready and complete. I beg that you come to the tower window, for there you can see it well.

THE EMPEROR.—I can not understand how it has been done. I have seen no workmen, nor have I heard noise of building. (*Follows Louis to the window.*)

PRINCE LOUIS.—Behold the wall, my Lord.

THE EMPEROR.—What do I see! Noblemen and knights and squires in battle array! What a host of warriors! How complete! At every point where a tower should be stands a war-horse whose noble rider carries high his banner. The glitter of sword and battle-ax dazzles my eyes. I must confess that such a firm and costly wall I have never seen in my life. I thank you, my brother, that you have permitted me to see this.

## Exercises

1. Read all the dialogue. Later learn the parts and act them.

2. The emperor of Germany was paying a visit to his brother-in-law, Prince Louis of Thuringia, at his cas-

tle. Old feudal castles were often built with a double row of walls for defense. The castle itself had strong walls built close upon the steep side of a hill, while a second wall lower down and enclosing a court and grounds for gardens and outbuildings, surrounded the whole. The castle proper was a sort of citadel surrounded by walls and outworks enclosing, sometimes, several acres of ground. At the foot of the hill on which Prince Louis' castle stood and outside the walls, a village had grown up which was under the protection of the lord of the castle. The castle in which Louis dwelt had no second line of walls to protect it against an enemy approaching close to the castle itself.

Make a study of the picture of the castle with its towers and walls.

Thuringia is a mountainous, forested region in the central part of Germany. On the rocky hill-tops of Thuringia there are still standing many famous old castles, some of them now in ruins.

3. Study the meaning of the following words: *emperor, nobleman, prince, lord, knight, squire, baron, armor, sword, battle-ax, trappings, war-horse.*

What is the difference between *palace* and *castle*?

## THE WORD BID

(as an example of word study)

*Bid*.—This word usually means to request or command.

The word *bid* has a number of irregular forms that easily cause mistakes. These forms are:

bid, bade, bad or bid, bidden or bid.

Examples:

I now bid him to come. This means, I order him to come.

I bade him to come, meaning, I told him to come. This is the more common form, but we may also say, I bad him to come, or, I bid him to come.

4. Write sentences illustrating the use of the following words (irregular verb-forms):

awake	awoke or awaked	have awaked
choose	chose	have chosen
bid	bid, bad, or bade	have bidden or bid
build	built or builded	have built or builded

5. Write an account of a visit to an ancient castle according to the following outline. In preparation, study pictures of old castles.

- a. View of the castle from a distance.
- b. Views of the country looking from the castle walls or windows.
- c. The chief tower.
- d. The interior of the castle, rooms, court, etc.
- e. The dungeon; the moat; the drawbridge.
- f. Explain why these castles were built.

### STUDY 3

#### EMPLOYMENT

“Who’ll come here and play with me under the tree?

My sisters have left me alone:

Ah! sweet little sparrow, come hither to me,

And play with me while they are gone.”

“Oh no, little lady, I can’t come indeed,

I’ve no time to idle away;

I’ve got all my dear little children to feed,

They’ve not had a morsel to-day.”

“Pretty bee, do not buzz in that marigold flower,  
But come here and play with me, do;  
The sparrow won’t come and stay with me an hour,  
But say, pretty bee, will not you?”

“Oh no, little lady, for do you not see,  
Those must work who would prosper and thrive;  
If I play, they will call me a sad, idle bee,  
And perhaps turn me out of the hive.”

“Stop, stop, little ant, do not run off so fast,  
Wait with me a little and play;  
I hope I shall find a companion at last,  
You are not so busy as they.”

“Oh no, little lady, I can’t stay with you,  
We are not made to play, but to labor;  
I always have something or other to do,  
If not for myself, for my neighbor.”

“What then! they all have some employment but me,  
Whilst I loiter here like a dunce:  
Oh then, like the sparrow, the ant, and the bee,  
I’ll go to my lesson at once.”—*Jane Taylor.*

## Exercises

1. In this poem find the four kinds of sentences.
2. Write the full form of the following contractions: *who'll, can't, I've, they've, won't, I'll.*
3. Name the punctuation marks in this poem, and tell why they are used.
4. Find the sentences in which the words *I, me, you, we, they*, are used in this selection.
5. Select the words belonging to the homonyms in these verses, as, *here, hear*, etc.
6. Give the plurals of the following words, as, *tree—trees.*

tree	hour
hive	day
sparrow	lesson
ant	companion
bee	flower

In these cases how is the plural formed?

Write a list of a dozen words in which the plural is formed in the same way.

Notice that the plural form of *lady*, of *child*, and of *myself*, is made in another way.

## STUDY 4

## ANDROCLES AND THE LION

There was a certain slave, Androcles, who ran away because his master treated him with great cruelty. He hid himself in a thick forest, and, although he wandered about all day, he could get nothing to eat. At length he found a large cavern and lay down, ready to die of fatigue and hunger.

Suddenly he heard a dreadful noise and saw a huge lion coming toward him. To his great astonishment the beast did not show any sign of anger when he saw him, but uttered a kind of mournful wail, as if he wanted help. Androcles noticed that the lion was limping and that one of his feet was swollen. Taking courage, he went up to the beast and, laying hold of the wounded paw, saw that there was a great thorn in the ball of the foot. Since the beast seemed to want his help, he removed the thorn.

As soon as the lion felt relieved of the pain, he wagged his enormous tail and licked the hands and feet of his physician. From that time on Androcles was his guest and the grateful beast shared all his prey with his friend. The man lived in this way for several months, until one

day he was captured by some soldiers and taken back to his master. As a punishment for running away, Androcles was sentenced to be torn to pieces by a furious lion, kept many days without food.

When the fatal day came, Androcles was placed, unarmed, in the midst of a great arena, around which many thousand people were seated to see the mournful sight. Soon a dreadful roar was heard and a monstrous lion, with flaming eyes and open jaws, rushed out of its open door. But when he saw Androcles, instead of harming him, he crouched down at his feet like a faithful dog. The governor of the town called out in a loud voice and ordered Androcles to explain this strange happening.

Then Androcles told of his adventures in the forest and ended by saying that this was the same lion that he had befriended. The people were so delighted with his story that they asked the governor to pardon him. The pardon was granted and the faithful lion was given to the man whose life he had saved.

#### Exercises

1. Make an outline of this story by stating in a short sentence the main fact in each of the five paragraphs.

For example: The first heading might be: Androcles hides in a cave.



2. Make sentences containing the following words. Find these words in the dictionary. How are the meanings explained?

soldiers	prey
swollen	fatal
cruelty	faithful
cavern	physician
punishment	guest

3. Tell the whole story in the class and observe closely the correct use of language. Be careful to construct full sentences.

### STUDY 5

#### THE TREE

The Tree's early leaf-buds were bursting their brown:  
 "Shall I take them away?" said the Frost sweeping down.

"No, let them alone

Till the blossoms have grown,"

Prayed the Tree, while it trembled from rootlet to crown.

The Tree bore its blossoms and all the birds sung:

"Shall I take them away?" said the Wind as it swung.

"No, let them alone

Till the berries have grown,"

Said the Tree, while its leaflets, quivering, hung.

The Tree bore its fruit in the midsummer glow :

Said the Girl, "May I gather thy sweet berries now?"

"Yes, all thou canst see :

Take them ; all are for thee,"

Said the Tree, while it bent down its laden boughs low.

—*Björnstjerne Björnson.*

### Exercises

1. What are the three stages here described in the growth of the fruit? Tell about each in your own words.

2. Notice all the different ways in which capitals are used in these verses. Give the reasons.

3. Where are quotation marks used? Write this story in dialogue form.

4. This poem is full of irregular verb-forms. Write sentences showing the proper use of the following verb-forms :

take	took	have taken
bear	bore	have borne
swing	swung	have swung
grow	grew	have grown
hang	hung	have hung
burst	burst	have burst
sing	sang	have sung

5. Notice the use of *shall*, also of *may* and *can* in these verses. Here are two uses of *shall*, as: You shall not stay home to-morrow (command). We shall know the truth (telling something in the future).

*May* denotes permission, as, You *may* be excused.

*Can* denotes ability or power, as, He *can* lift two hundred pounds.

6. In the last stanza observe the old forms *thou* and *thee* and how they are used. What are the more common forms?

7. Memorize the last stanza and later write it from memory.

### STUDY 6

#### DAVID IN CAMP

David, the son of Jesse, kept his father's sheep at Bethlehem.

“And Jesse said unto David his son, Take now for thy brethren an ephah of this parched *corn*, and these ten loaves, and run to the camp to thy brethren. . . .

“And David rose up early in the morning, and left the sheep with a keeper, and took, and went, as Jesse had commanded him.”



DAVID AND GOLIATH

When he had come to the camp, he saw Goliath, the Philistine, come forth to defy the armies of Israel.

“And David said to Saul, Let no man’s heart fail because of him; thy servant will go and fight with this Philistine.

“And Saul said to David, Thou art not able to go against this Philistine to fight with him: for thou art but a youth, and he a man of war from his youth.

“And David said unto Saul, Thy servant kept his father’s sheep, and there came a lion, and a bear, and took a lamb out of the flock:

“And I went out after him, and smote him, and delivered *it* out of his mouth: and when he arose against me, I caught *him* by his beard, and smote him, and slew him. . . .

“David said moreover, The Lord that delivered me out of the paw of the lion and out of the paw of the bear, he will deliver me out of the hand of this Philistine.”

#### Exercises

1. Read and study this passage, so as to tell it in the class.
2. Write the proper names with correct spelling and capitals.
3. Write the plural of *father, sheep, brother, loaf,*

*servant, youth, army, flock.* How do words such as *army, navy, lady, candy, party, cherry, berry,* form the plural?

4. Make an oral sentence for each of the following:

take	took	have taken
run	ran	have run
rise	rose	have risen
go	went	have gone
smite	smote	have smitten
catch	caught	have caught
slay	slew	have slain

5. The rest of the story of David and Goliath is told in Chapter 17, of the first Book of Samuel. Read this story and tell it in the class.

Similar stories in other lands are as follows: *Hercules and the Nemean Lion; Siegfried and the Dragon; Theseus and the Minotaur; Jason and the Fire-breathing Oxen; Hercules and Antæus.* If you have read one of these stories, tell it to the class.

### STUDY 7

#### THE MISER

A poor miser had a lump of gold that he buried in the ground, and he came to the spot every day to look at it.

When he found one day that the gold had been stolen, he began to tear his hair and loudly lament.

But a neighbor, seeing him, said, "Pray do not grieve so. Bury a stone in the same hole and fancy it is the gold. It will serve you just as well, for when the gold was there you made no good use of it."

### Exercises

1. Enlarge this story, working out the details of each of the three paragraphs into a more descriptive story, of a page or more.

For example: What sort of place would he select in which to bury the lump? Describe his actions when he came back each day to examine it. How did it happen that the thief discovered his secret?

2. The connective words used in this story are: *and*, *when*, *that*, *but*, *for*.

3. Observe that this story may be told in simpler sentences as follows:

A poor miser had a lump of gold.

This he buried in the ground.

Every day he came to the spot to look at it.

One day he found that it had been stolen.

Then he began to tear his hair and to lament loudly.

A neighbor saw him and said :

“Pray do not grieve so.

Bury a stone in the same hole.

Then fancy it is the gold.

It will serve you just as well.

When the gold was there you made no good use of it.”

4. Compare the two ways of telling the story. What are the differences? Which gives the better statement of the story?

What words are omitted and what are added in the second way of telling it?

We commonly use the longer sentences in telling or writing a story.

In making these longer sentences, we use connective words, such as, *and*, *that*, *for*, *but*, in binding the words and phrases together.

Without looking at the first story, combine the shorter sentences into longer ones with proper connectives.

5. A proper use of connective words is important in the construction of single sentences and also in the closer connection of sentences in a paragraph.

Connective words in the following paragraphs are in italics. Write sentences of your own correctly using these connectives.



The chair in which Grandfather sat was made of oak, which had grown dark with age, *but* had been rubbed *and* polished *till* it shone *as* bright *as* mahogany. It was very large *and* heavy, *and* had a back *that* rose high above Grandfather's white head. This back was curiously carved in openwork, *so as to* represent flowers *and* foliage, *and* other devices, *which* the children had so often gazed at, *but* never could understand *what* they meant. On the very tiptop of the chair, over the head of Grandfather himself, was the likeness of a lion's head, *which* had such a savage grin *that* you could almost expect to hear it growl *and* snarl.—*Hawthorne's* "Grandfather's Chair."

### STUDY 8

#### FOREIGN LANDS

Up into the cherry tree  
Who should climb but little me?  
I held the trunk with both my hands  
And looked abroad on foreign lands.

I saw the next door garden lie,  
Adorned with flowers before my eye,  
And many pleasant places more  
That I had never seen before.



ROBERT LOUIS STEVENSON

I saw the dimpling river pass  
And be the sky's blue looking glass;  
The dusty roads go up and down  
With people tramping in to town.

If I could find a higher tree  
Farther and farther I should see,  
To where the grown-up river slips  
Into the sea among the ships,

To where the roads on either hand  
Lead onward into fairy land,  
Where all the children dine at five,  
And all the playthings come alive.

—*Robert Louis Stevenson.*

### Exercises

1. Read the poem through carefully and tell :

(a) What you think of the age of the child who climbed the tree.

(b) What he really saw.

(c) What he might see from a higher tree.

(d) What part did the imagination play in the child's seeing and thinking?

2. Learn the two verses that describe what the child really saw.

Think of the child as being in the tree. You ask him what he sees and he replies in rhyme describing things as he does in the poem. Would it be necessary to change any of the words if the answer was in the present?

Write the two verses making the necessary changes.

3. Copy the following sentences, filling the blanks :

I — the garden with many flowers.

I have — other gardens.

I — where the river slips into the sea.

I have — two large rivers.

I — the beautiful flowers.

I had — them before.

I — the book of fairy stories.

I had — pictures of fairy land.

Have you — them?

You have — lovely flowers.

Have you — the big tree?

Notice that *seen* is used with *have* or *had*.

Write two of the verses from memory. When written, compare with the printed verses to see if you have made any mistakes.

Note the connective words that bind together the parts of the sentences.

### STUDY 9

## IN HOME LANDS

### THE RIVER

Tell interesting things about the creek or river that flows nearest your home.

1. Scenes along the river in its usual stage. The scenery of hills and valleys. The river in winter.
2. Condition of the river in seasons of drought.

3. The river when flooded. Great storms causing floods.

4. Are there ways of controlling floods in rivers?

5. The dangers from the river. Damages caused by floods. Effects on bridges and bottom lands.

6. The uses and benefits of the river. Drainage, boating, steamers, and commerce. The water supply from rivers.

The class should make a collection of pictures of river scenes, of boating and commerce, of bridges, of floods, of islands, and of famous scenery on American rivers.

After this discussion of rivers in the class, write a composition about a river, using the above outline of topics as a basis for description.

Later, read these compositions in the class and criticize them, showing neatness and accuracy in writing, punctuation, spelling, and paragraphing.

Some of these papers should be placed in view of the class showing good standards of written language work.

#### STUDY 10

### THE GOLDEN TOUCH

“Well, friend Midas,” said the stranger, “pray how do you succeed with the Golden Touch?”



NATHANIEL HAWTHORNE

Midas shook his head.

"I am very miserable," said he.

"Very miserable, indeed!" exclaimed the stranger.

"And how happens that? Have you not the very thing that your heart desired?"

"Gold is not everything," answered Midas. "And I have lost all that my heart really cared for."

“Ah! So you have made a discovery since yesterday?” observed the stranger. “Let us see, then. Which of these two things do you think is really worth more—the gift of the Golden Touch, or one cup of clear, cold water?”

“O blessed water!” exclaimed Midas. “It will never moisten my parched throat again!”

“The Golden Touch,” continued the stranger, “or a crust of bread?”

“A piece of bread,” answered Midas, “is worth all the gold on earth!”

“The Golden Touch,” asked the stranger, “or your own little Marygold, warm, soft, and loving, as she was an hour ago?”

“O my child, my dear child!” cried poor Midas, wringing his hands. “I would not have given that one small dimple in her chin for the power of changing this whole big earth into a solid lump of gold!”—*Hawthorne*.

#### Exercises

1. The first part of the story tells of King Midas, how he loved gold and wished that whatever he might touch would change to gold. But when the power of golden touch came to him he soon discovered his mistake.

Explain why Midas was so bitterly disappointed.

Why do you think Hawthorne wrote the story of *The Golden Touch*?

What is a miser? When is a person stingy?

Name the different kinds of punctuation marks used in this story.

2. Let two members of the class act this dialogue after memorizing the parts. Later, write the dialogue from memory with correct markings.

3. Use the following words as a spelling lesson. Pronounce the words very distinctly. Note silent letters. Which words are pronounced just as they are spelled?

miserable	observed	friend
exclaimed	throat	succeed
desired	moisten	happens
really	wringing	touch
discovery	changing	answered
		yesterday

4. Name some things that money can not buy. How do they compare in importance with things that money can buy?

5. Make sentences containing the following words:

shake	shook	has shaken
wring	wrung	have wrung
give	gave	have given





OLIVER WENDELL HOLMES

Wealth's wasteful tricks I will not learn.

\* \* \* \* \*

Thus humble let me live and die,

Nor long for Midas' golden touch,  
If Heaven more generous gifts deny,

I shall not miss them much,—  
Too grateful for the blessing lent  
Of simple tastes and mind content.

—*O. W. Holmes.*

Labor not to be rich. For riches certainly make themselves wings; they fly away as an eagle toward Heaven.

## STUDY 11

## ELIZABETH ZANE

Characters:

COLONEL SHEPPARD.

SILAS ZANE,  
EBENEZER ZANE, } brothers.

ELIZABETH ZANE.

VILLAGERS—men, women, and children.

## SCENE I

*(A village street with a stockade at one end. Colonel Sheppard meets Silas and Ebenezer Zane.)*

COLONEL SHEPPARD.—Good morning, friends. Have you any news of the savages?

SILAS.—It is reported that they are on the war-path.

COLONEL SHEPPARD.—If that is true we must get our people and supplies into the fort as soon as possible.

EBENEZER.—Shall I tell the men to bring their families and supplies from the village? Here come some people now rushing for the gates.

*(A scout enters in haste.)*

SCOUT.—The Indians are coming! They have already killed some of the settlers.

COLONEL SHEPPARD.—Are you sure? What do you know about it?

SCOUT.—I was coming through the forest on horseback, when I heard the war-whoop, and I saw in the distance what seemed to be a burning house. Stealing through the brush to the edge of the wood, I saw our neighbor's house in flames, and the Indians in war-paint surrounding it. I have come as quickly as possible to give you warning.

*(Groups of people have gathered about. They nod their heads and talk to one another.)*

FIRST MAN.—I was sure I saw smoke.

SECOND MAN.—My wife said she heard strange noises. She is always thinking of Indians.

THIRD MAN.—We must not stop to talk. We must help all to the stockade.

COLONEL SHEPPARD.—Call the rest of the people into the stockade. Let them bring with them all they can carry.

EBENEZER.—They need no further warning. All are rushing this way. Silas, you and I will count them as they come in to see that none is left behind. Here come

the children loaded with clothing, and kitchen gear, and even provisions.

SILAS.—All must lend a hand in a time like this.

*(A crowd of men, women, and children appear, carrying all sorts of household supplies—baskets, pails, and bundles of all sizes.)*

FIRST WOMAN.—Son, did you get all of the hams and bacon? I have bread and everything else I could carry. I hope you emptied the smoke-house.

BOY.—John helped me and we have all we could find.

SECOND WOMAN *(with child in her arms)*.—Martha, have you the baby's clothes?

MARTHA.—Yes, and her dolly, too.

THIRD WOMAN.—I had everything ready. I was afraid this would happen!

*(They go into the fort.)*

SILAS.—They remember that we are likely to grow hungry in the stockade. Here comes Elizabeth with the last of the villagers. *(Enter Elizabeth, helping an old lady.)*

EBENEZER.—Has any one been left behind?

ELIZABETH.—No, I ran through all the houses down to the end of the street.

SILAS.—We have counted them all. Let us close the

gates, and make ready within, so that the savages may find us fully prepared.

## SCENE II

*(A busy scene within the fort.)*

COLONEL SHEPPARD.—Let the women put things in order. The men must load their rifles at once and take their places at the port-holes. We must give a fitting welcome to our enemies. Let the women be ready to reload the guns. The bullet molds are here for those who are melting lead for new bullets.

EBENEZER.—The Indians are coming! They are skulking behind the houses in the village. On the other side they are hiding in the forest. They know we see them, for they raise the war-whoop. *(Much noise outside.)* If they thought to surprise us they have made a mistake.

COLONEL SHEPPARD.—Every man to his post! Make sure of your Indian, then fire. Waste no ammunition.  
*(Brisk firing, the women loading the guns.)*

SILAS.—They come as near as they dare. Our fire holds them in check. Many are killed and more wounded. Hurrah! They are retreating to the forest.

EBENEZER.—They are gone but to plan new mischief. We must be ready for their return.

MAN (*at loophole*).—Here they come on this side. Watch, every one! (*Much firing.*)

MAN.—See them run! I hope they have enough!

SILAS.—They will come again. Elizabeth, bring us some more powder.

ELIZABETH.—There is but little left here. Where can we find more?

COLONEL SHEPPARD (*looking at the emptied powder cask*).—There is not enough left to withstand another attack, and this is all we have in the stockade. Is there any in the village?

SILAS.—A newly opened cask stands in my cottage. It should have been brought to the fort. Shall I fetch it?

EBENEZER.—Let me go. Silas is a better marksman than I, and is needed here.

ELIZABETH.—You are both needed here. There are plenty of women to do the women's work. I can better be spared than either of you. Let me go.

SILAS.—No, no, Elizabeth! This is no woman's work. Stay within. I'll fetch the powder.

EBENEZER.—The Indians might capture you. You can not go!

ELIZABETH.—If they come near enough to take me,

you can shoot them—or me. Go I must, for no man can be spared. (*Many protest.*)

MAN.—I might go.

ANOTHER.—Or I.

ELIZABETH.—No! Open the gate! I must go. (*She unbolts the gate and runs out.*)

SILAS.—Let us protect her with our rifles. There she runs down the street. The Indians are watching her, but they do not know what to make of it. It is only a woman, they think. There she has entered the house! Now she comes, carrying the powder in her apron. At last the Indians understand. They rush forward! But we will drive them back. (*Several shots. Elizabeth reaches the gate and is drawn in.*) She is safe! (*Shouts and rejoicing in the fort.*)

COLONEL SHEPPARD.—Now we surely can hold the fort till help comes. The Indians will not be able to get near us as long as we have ammunition and brave men to use it. The alarm has been sent out to the neighboring settlements and soon troops will be sent to relieve us.

ALL.—Hurrah for Elizabeth Zane!

#### Exercises

1. Read the story and tell it orally.
2. Make a list of the more difficult words using them

in sentences, as, *skirmish, mischief, Colonel, stockade, scout, trail, ammunition, persuade*, etc.

3. Learn the parts and act the whole story.

4. Write sentences for the following words :

steal	stole	have stolen
shoot	shot	have shot
draw	drew	have drawn
give	gave	have given
leave	left	have left
run	ran	have run

Give an oral description of a palisaded fort. Tell how it is constructed. What forts of this kind have you learned about?

## STUDY 12

### DIVISION OF WORDS INTO SYLLABLES

1. Sometimes in writing a story or a letter we find that there is room enough at the end of a line to write one or two syllables of a word, but not enough to write the whole word. For example, we wish to write the word *attention*, and there is just space for one syllable at the end of the line. We should write *at-* (the little mark is called a hyphen) and at the beginning of the next line



finish the word, *tention*. If there is room for two syllables, write *atten-* and on the next line *tion*. Never divide a syllable at the end of a line.

Write *receiving* as it should be written when there is space for only one syllable at the end of a line. Write *receiving* as it should be written when there is space for two syllables at the end of the line.

Divide the following words, using the hyphen between syllables :

return	teacher	playing
rejoice	accident	planning
reception	officer	disorder
joyous	beautiful	duty
deepest	destroying	plentiful

2. How to divide words into syllables is sometimes difficult to decide.

First of all be careful to pronounce words distinctly and to notice how good talkers pronounce them. When in doubt use the dictionary.

There are a few simple rules that are helpful, as follows :

a. Never divide a word of one syllable, as, *thought*, *bright*, *laugh*.

b. A prefix or a suffix is usually separated from the rest of the word, as, *in-form*, *ex-plore*, *lov-ing*, *judg-ment*, *opin-ion*.

c. When the final syllable is a single letter do not drop it to the next line, as, *trick-er-y*, *tan-ner-y*.

### STUDY 13

## THE OAK AND THE REED

A tall oak tree grew on the bank of a river. It stood with its roots firm in the ground and its head high in the air. It thought, "I am very strong. I look down upon the other trees."

A storm came one day, and a powerful wind uprooted the proud tree and threw it into the river. As the water bore it along, it passed a tall, slender reed that grew on the bank.

"How did it happen, Reed," asked the Tree, "that the wind did not blow you down? You are slender and weak, while I was tall and strong."

"Ah! poor Tree," said the Reed, "I bent low until the wind passed by. You stood stiff and stubborn, and tried to stop it. No one can stop the wind. It must go where it is sent."

**Exercises**

1. Describe the reed growing in the marshy place.
2. Describe a large oak or elm or some other large tree you have seen.
  - a. Its trunk.
  - b. Its branching, strength and reach of limbs.
  - c. The tree in summer foliage.
  - d. At what times of the year is such a tree most interesting and picturesque?
3. Describe a tree that has been uprooted and cast down by the storm.
4. Study this story till you can tell it completely and accurately.

What useful lesson can be drawn from this story?
5. After a study of the particular words of this story, write it from memory.
6. Make oral sentences containing the following words in their proper use :

grow	grew	have grown
blow	blew	have blown
stand	stood	have stood
bend	bent	have bent

## STUDY 14

## THE BEE

When a bee brings pollen into the hive, he advances to the cell in which it is to be deposited and kicks it off as one might his overalls or rubber boots, making one foot help the other; then he walks off without ever looking behind him; another bee, one of the indoor hands, comes along and rams it down with his head and packs it into the cell as the dairy maid packs butter into a firkin.—*Burroughs*.

If you would know the delights of bee-hunting, and how many sweets such a trip yields beside honey, come with me some bright, warm, late September or early October day.—*Burroughs*.

An interesting book to read is *Burroughs' Birds and Bees*.

## Exercises

1. Write a paragraph or two telling what you have observed about bees.

a. Honey bees. The life of the bees in the hive.

What flowers and trees do they visit to gather honey?

b. The swarming of bees.

c. Bumble-bees. Describe them and their habits.

Where are their nests found?

2. The bumble-bee is sometimes called humble-bee.

Memorize the following :

Burly, dozing humble-bee!  
Where thou art is clime for me;  
Let them sail for Porto Rique,  
Far-off heats through seas to seek,  
I will follow thee alone,  
Thou animated torrid zone!

—*Ralph Waldo Emerson.*

3. What do you understand by bee-hunting in the woods?

What do you know about bees in winter and what they do?

To what extent are bees useful to man?

4. Memorize one of the short passages given above and write it from memory. In order to do this properly observe the correct spelling of words, the use of capitals, and the placing of punctuation marks.

## STUDY 15

## CAMPING OUT

When I was a little boy I thought there was no fun equal to camping out. I had been camping two summers with my parents and some neighbors, and had been very happy, but I kept thinking how much more fun it would be to camp by myself. So when, on my ninth birthday, I was given a small tent, I went to my mother and said, "Mother, I want to go camping by myself." Mother looked astonished and thoughtful. Finally she said, "Well, you may begin by camping in the yard." This was not what I wanted to do, but I decided to try it.

**Exercises**

Finish this story as indicated by the following outline:

1. Selecting a place for the tent: under a tree at the foot of the garden, or in the side yard near mother's window. Give reasons for choice.
2. Pitching the tent; furnishing it.
3. Building an oven outside for cooking; selecting cooking utensils; what to cook.
4. Your first night in the tent: noises that disturbed; time of getting up in the morning; thought of breakfast in the house. Did you go in or did you cook your own breakfast? What did you have for breakfast?

5. How long did you camp out? Did you enjoy it? Tell about breaking up camp.
6. Collect pictures for the class of camping-out parties and tell about them.

### STUDY 16

#### USE OF THE DICTIONARY

Make a study of the following points as a preparation for using the dictionary :

1. Note the alphabetical arrangement of the words in the dictionary, that you may turn quickly to any word.

Example: *Tradition*. This word is found well toward the latter part of the book because it is near the latter end of the alphabet. Among the *t's* it is found near the end of the list because the next letter *r* is also toward the end of the alphabet.

2. In order to pronounce a new word correctly we must be able to interpret quickly the markings of the letters (the diacritical marks). In the first part of the dictionary, after the preface, a table of letters and sounds is given. It is called a "Key to the symbols."

Study the markings of the letters, especially of the vowels, *a*, *e*, *i*, *o*, and *u*, and note the illustrative words that show what sound each mark requires.

In Webster's dictionary, for example :

ā is sounded like *a* in fate.

ǎ is sounded like *a* in am.

ē is sounded like *e* in eve.

ě is sounded like *e* in end.

This is important because each vowel has several different sounds shown by different markings.

3. *Abbreviations.* In giving the definitions of words the dictionary uses a great many abbreviations, in order to save space. You will easily observe such abbreviations as these: *n.* equals noun; *a.* equals adjective; *prep.* equals preposition; *adv.* equals adverb; *i. e.* equals that is; *cap.* equals capital; *pl.* equals plural.

In the front part of the dictionary a full-page list of these abbreviations is found and should be studied till the more common abbreviations are quite familiar.

4. In studying the definitions of words note that a word has several meanings, numbered and arranged in order. First the simple original meaning is given and later the derived and figurative meanings and the less common uses.

Example: *Heart* has eight meanings as given in one of the smaller dictionaries.



In the larger dictionaries *sentences* are often given which clearly illustrate the meaning.

Frequently at the close, *synonyms* are given; that is, a list of words of similar meaning. It is well to study these carefully.

Often it is well to note the words that follow any given word in the dictionary, showing derivatives and compounds. For example, following *heart* are *heartache*, *heartfelt*, *heartiness*, *heartless*, *heartly*, and many others.

5. In the back part of the dictionary is a list of proper names, which is very useful for correct pronunciation, and as a brief explanation of persons and places.

Children who are required to use the dictionary, without this preparatory drill in learning how to use it, will waste more than half their time and get very little benefit.

The dictionary is a complex tool that we must learn to use by careful practise.

### STUDY 17

## ROBERT BRUCE AND THE OLD SCOTSWOMAN

After being crowned king of Scotland, Bruce was pursued by the English and forced to retreat into the Highlands. He shared in many bold deeds and reckless adventures and with his men had frequent conflicts with the

English. Though almost always defeated by the superior numbers of the English, and of such Scots as sided with them, still he kept up his spirits and those of his followers. He was a better scholar than was usual in those days, when, except clergymen, few people received much education. But King Robert had been well instructed in the learning of the times and we are told that he sometimes read aloud to his companions, to amuse them when they were crossing the great Highland lakes in their leaky boats. Loch Lomond, in particular, is said to have witnessed such scenes.

At one time Bruce crossed the channel and spent a winter on the coast of Ireland. Returning to Scotland, he arranged a meeting with his brother and Lord James Douglas.

It was now near night. The place of meeting being a farmhouse, the King went boldly into it. There he found the mistress, an old true-hearted Scotswoman, sitting alone. Upon seeing a stranger enter, she asked him who and what he was. The king answered that he was a traveler who was journeying through the country.

"All travelers," answered the good woman, "are welcome here for the sake of one."

"And who is that one," said the King, "for whose sake you make all travelers welcome?"

“It is our rightful King, Robert the Bruce,” answered the mistress, “who is the lawful lord of this country. And although he is now pursued and hunted with hounds and horns, I hope to live to see him King over all Scotland.”

“Since you love him so well, dame,” said the King, “know that you see him before you. I am Robert the Bruce.”

“You!” said the old woman, in great surprise, “and wherefore are you thus alone?—where are your men?”

“I have none with me at this moment,” answered Bruce, “and therefore I must travel alone.”

“But that shall not be,” said the brave old dame, “for I have two stout sons, gallant and trusty men, who shall be your servants for life and death.”

So she brought her two sons, and though well she knew the dangers to which she exposed them, she made them swear fidelity to the King. They afterward became high officers in his service.

Now the loyal old woman was getting everything ready for the King’s supper, when suddenly there was heard a great trampling of horses round the house. They thought it must be some of the English, or John of Lorn’s men, and the good wife called upon her sons to fight to the last for King Robert. But shortly after they heard

the voice of the good Lord James Douglas, and of Edward Bruce, the King's brother, who had come with one hundred and fifty horsemen to the farmhouse, according to the instructions that the King had left with them at parting.

### Exercises

1. Read the story through, making a dictionary study of any unusual words, as, *superior*, *gallant*, *fidelity*, *adventure*.

2. Observe how the following long sentences may be broken up into short sentences which mean the same; for example: Although almost always defeated by the superior numbers of the English, and of such Scots as sided with them, he still kept up his own spirits and those of his followers. Change this to the following:

He was nearly always defeated by the superior numbers of the English and of the Scots who sided with them. Yet he kept up his own spirits and those of his followers.

Observe that it is necessary to change the *connective* words.

In the same way break up the other long sentences in this story, changing the connective words where necessary.

3. Dramatize the latter part of the story, making

dialogue of the part relating to Bruce and the old Scots-woman. Act the dialogue in class.

Have you read other stories of the adventures of Bruce and Wallace and Douglas? They are told in Sir Walter Scott's *Tales of a Grandfather*. If you have read one of these stories tell the class about it.

4. Write in sentences of your own the connective words that help to join the parts of sentences in this story, as, *though, still, and, when, that, such as, then, who, although, since, therefore, but, for, so, now*.

5. Make oral sentences using:

swear	swore	have sworn
fight	fought	have fought
become	became	have become

6. Find in the dictionary the meanings of the following homonyms: *seen—scene; aloud—allowed; right—write; wright—rite*.

### STUDY 18

## ULYSSES

Ulysses, the lord of Ithaca, had gone to aid the Greeks in the siege of Troy. For ten long years the war between the Greeks and the Trojans was fought around the walls of Troy. After the famous city had fallen, Ulysses spent ten years more trying to find his way home. In the course



ULYSSES

of these long wanderings he met so many dangers that even his stout heart almost gave way. But when he thought of his wife and boy waiting for him through the long, weary years, he took courage.

Among the Greeks Ulysses was most famed for shrewdness. He was called the wily, the crafty Ulysses, the man of many devices. It was Ulysses who suggested and planned the building of the wooden horse, by which

means Troy was captured. Ulysses himself was one of the Greeks who lay concealed in the wooden horse, when the Trojans took it into their city. In the night the Greek warriors opened the sides of the horse and, rushing into the streets, fought with the Trojans and captured their city.

On his voyage of return from Troy, Ulysses passed through many adventures before he finally reached Ithaca, his home. On one of these occasions he ventured with his men into the cave of the one-eyed giant, the Cyclops, who herded his sheep on the mountain sides and brought them into his cave at night. The huge giant was greatly delighted to find Ulysses and his companions in his cave, for he at once slew two of his men and feasted on their flesh. In order to save himself and the rest of his companions, Ulysses gave Polyphemus, the Cyclops, a wine skin of strong drink, which the giant swallowed. Then he lay down in a drunken sleep while Ulysses and his companions put out his one eye so that he groped about in pain and darkness.

But Ulysses and his men could not escape from the cave, whose mouth the Cyclops had closed by rolling before it a great block of stone which no man could budge. In the morning the giant pushed back the great stone to let his sheep go out to pasture. For this moment Ulysses

had planned a shrewd device that he and his men might escape. As the sheep passed out he caught the largest rams and bound them together in threes, and under the middle ram was tied a man who could not be felt as the giant passed his hand over the backs of the sheep to see that no man escaped. Lastly came a great ram, the leader of the flock, and Ulysses clasping the fleece underneath tightly with both hands was safely carried out, and thus escaped. Then Ulysses and his companions hastened to their boats and sailed away.

#### Exercises

1. Read this story carefully, noting the proper names and their spelling. On a map of the Mediterranean countries locate Greece, Troy, and Ithaca. Do you know what other countries Ulysses visited in his wanderings?

Be prepared to read this story well before the class.

Tell the story in complete form, being careful to make full correct sentences.

2. Study this story more carefully and write a list of the proper names and difficult words, as, *Cyclops*, *siege*, *conceal*, *weary*, *search*, *crafty*, *device*, *shrewd*, *Ithaca*. Make a dictionary study of these words. Note synonyms, derivative words, and various uses of the words.



Observe the division into paragraphs and markings and be prepared to write the story correctly from memory. Lay the book aside and write the story in full.

3. Read your account as written and correct your own errors. Then compare your written story with the book and find what mistakes have been made. Draw a line under each error.

The teacher will examine your paper to see if you have been careless in making corrections.

4. Form short sentences showing the correct use of the following verbs and verb phrases: *had been fought, fallen, had gone, spent, meet, give, had given, taken, took, grew, have grown, thought, went, gave, given.*

5. Give the titles of three or four of the adventures that Ulysses met later on in his wanderings. Tell one of these.

Several very interesting books give a full account of Ulysses' adventures, as follows:

*The Children's Odyssey.*

*Adventures of Ulysses.*

*Stories of the Old World.*

*The Odyssey of Homer.*

All these stories are derived from Homer's *Iliad* and *Odyssey*, the old Greek Classics.

## STUDY 19

## THE DISCONTENTED PENDULUM

An old clock that had stood for fifty years in a farmer's kitchen without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped. Upon this, the dial-plate, if we may credit the fable, changed countenance with alarm; the hands made a vain effort to continue their course; the wheels remained motionless with surprise; and the weights hung speechless. Each member felt disposed to lay the blame on the others. At length the dial instituted an inquiry as to the cause of the stop, when hands, wheels, weights, with one voice protested their innocence.

But now a faint tick was heard from the pendulum, who thus spoke: "I confess myself to be the sole cause of the present stoppage; and I am willing, for the general satisfaction, to assign my reasons. The truth is that I am tired of ticking." Upon hearing this, the old clock became so enraged that it was on the point of striking.

"Lazy wire!" exclaimed the dial-plate, holding up its hands.

"Very good!" replied the pendulum, "it is vastly easy for you, Mistress Dial, who have always, as everybody

knows, set yourself up above me—it is vastly easy for you, I say, to accuse other people of laziness! you, who have had nothing to do all the days of your life but to stare people in the face and to amuse yourself with watching all that goes on in the kitchen! Think, I beseech you, how you would like to be shut up for life in this dark closet, and to wag backward and forward year after year as I do.”

“As to that,” said the dial, “is there not a window in your house, on purpose for you to look through?”

“For all that,” resumed the pendulum, “it is very dark here; and although there is a window, I dare not stop, even for an instant, to look out from it. Besides, I am tired of my way of life; and if you wish, I’ll tell you how I took this disgust at my employment. I happened this morning to be calculating how many times I should have to tick in the course of only twenty-four hours; perhaps some of you above there, can give me the exact number?”

The minute hand, being quick at figures, presently replied, “Eighty-six thousand four hundred times.”

“Exactly so,” replied the pendulum. “Well, I appeal to you all, if the very thought of this was not enough to fatigue one; and when I began to multiply the strokes of one day by months and years, really it is no wonder if

I felt discouraged at the prospect; so, after a good deal of reasoning and hesitation, I thought to myself, 'I'll stop.' ”

The dial could scarcely keep its countenance during this harangue, but, resuming its gravity, it thus replied, “Dear Mr. Pendulum, I am really astonished that such a useful, industrious person as you are should have been overcome by this sudden action. It is true, you have done a great deal of work in your time; so have we all, and are very likely to do more; which, although it may fatigue us to think of, may not fatigue us to do. Will you now do me the favor to give about half a dozen strokes to illustrate my argument?”

The pendulum complied and ticked six times at its usual pace. “Now,” resumed the dial, “may I be allowed to inquire if that exertion was at all fatiguing or disagreeable to you?”

“Not in the least,” replied the pendulum. “It is not of six strokes that I complain, nor of sixty, but of millions.”

“Very good,” replied the dial; “but recollect that though you may think of a million strokes in an instant, you are required to execute but one; and that, however often you may hereafter have to swing, a moment will always be given you to swing in.”

"That consideration staggers me, I confess," said the pendulum.

"Then I hope," resumed the dial-plate, "we shall all immediately return to our duty; for the maids will lie in bed if we stand idling here."

Upon this, the weights, who had never been accused of light conduct, used all their influence in urging the pendulum to proceed. In a moment, as with one consent, the wheels began to turn, the hands began to move, the pendulum began to swing, and, to its credit, ticked as loud as ever. As a red beam of the rising sun streamed through a hole in the kitchen and shone full upon the clock, the dial-plate brightened up as if nothing had been the matter.

When the farmer came down to breakfast that morning and glanced at the clock, he declared that his watch had gained half an hour in the night.

—Jane Taylor.

#### Exercises

1. Examine the more difficult words in the story and consult the dictionary for meanings, as, *instituted*, *protested*, *assign*, *fatigue*, *harangue*, *gravity*, *resumed*, *exertion*, *stagger*.

2. Select the figures of speech and humorous touches, as, *changed countenance, on the point of striking, holding up its hands, etc.*

3. Make sentences showing the correct use of the following verbs :

speak	spoke	have spoken
give	gave	have given
begin	began	have begun
overcome	overcame	have overcome
shine	shone	have shone
do	did	have done
lie	lay	have lain

4. Read this fable as a reading lesson with lively impersonation and expression.

5. Write from memory the part of the story most interesting to you, recalling as many of the striking phrases as you can.

6. Write the plurals of the following nouns :

(a) Family, inquiry, body, duty.

(b) Day, money, play, clay.

(c) Life, yourself, half, loaf.

Make a rule for the formation of the plural of each of these groups of nouns.

## STUDY 20

## OLD WINTER

Old Winter sad, in snowy clad,  
Is making a doleful din;  
But let him howl till he crack his jowl,  
We will not let him in.

Ay, let him lift from the billowy drift  
His hoary, haggard form,  
And scowling stand, with his wrinkled hand  
Outstretching to the storm.

And let his weird and sleety beard  
Stream loose upon the blast,  
And, rustling, chime to the tinkling rime  
From his bald head falling fast.

Let his baleful breath shed blight and death  
On herb and flower and tree;  
And brooks and ponds in crystal bonds  
Bind fast, but what care we?

Let him push at the door,—in the chimney roar,  
And rattle the window pane;  
Let him in at us spy with his icicle eye,  
But he shall not entrance gain.

Let him gnaw, for sooth, with his greezing tooth,  
On our roof-tiles till he tire;  
But we care not a whit, as we jovial sit  
Before our blazing fire.

Come, lads, let's sing, till the rafters ring;  
Come, push the can about;  
From our snug fire-side this Christmas-tide  
We'll keep old Winter out.—*Thomas Noel.*

#### Exercises

1. This poem describes winter as a person. If you were to draw a portrait of winter as here described what are the striking features you would put into it as suggested by the poem?

What are the things that winter does?

2. Study the rhyming words, how they are arranged, and how well the rhymes fit.

Turn to the dictionary for the meaning of *doleful*, *jowl*, *hoary*, *haggard*, *chime*, *rime*, *baleful*, *crystal*, *greezing* (probably from *grise* meaning *horrible*), *jovial*, *weird*.

3. Study these homonyms: *rime*—*rhyme*; *eye*—*aye*; *bald*—*bawled*; *pane*—*pain*; *our*—*hour*; *ring*—*wring*; *tide*—*tied*.



4. Tell where in this poem the use of the comma and semicolon, question mark, and contractions are used.

Observe the use of *shall* and *will*; also the frequency of the imperative sentence.

5. Describe some of our winter sports, as:

a. Coasting in winter.

b. Snowballing, snow forts, etc.

c. Skating.

6. Collect pictures to illustrate winter sports.

#### STUDY 21

#### A WINTER TRIP IN NORTH SWEDEN

There was so much snow over the land that I thought I had come to "Snow Land." It was over twelve feet in depth; it had been snowing for six days and nights, and it was still snowing. I was now between the sixty-third and sixty-fourth degrees of north latitude, and I had to travel on the road nearly two hundred miles more before I came to the southern part of "The Land of the Long Night." I said to myself, "I have to cross this 'Snow Land' before I reach 'The Land of the Long Night.'" A little farther on we came to the post station—and how glad I was to spend the night there—to get into a feather bed. The following day the snow-ploughs and rollers

were busy, and the centre of the highway was made passable for some miles farther north. So bidding good-bye to the station-master and to my driver of the day before, I started with a fine young horse and a strong young fellow for a driver.



As I looked around, I could see snow, deep snow everywhere. The fences, the stone walls of the scattered farms, and the huge boulders with which that part of the country is covered were buried out of sight. Only the tops of the birches and of the fir and pine trees could be

seen. I had never met such snow before! I had never encountered such a continuous snow storm! "Surely," I said to myself again, "this is 'Snow Land.'" I wondered how long it would take to cross it. The snow was nearly fourteen feet deep on a level.

Two hours afterward I saw in the distance a little hamlet, or a number of farms close together. What a sight! Many of the small houses were buried in the snow, and only their roofs or chimneys could be seen. From some of the chimneys smoke was curling upward. I was delighted. Every one was busy digging and making trenches, so that the light and air might reach the windows, or that communication could be had between the buildings, especially those where the animals were housed. In some cases the exit had first to be made through the chimney. It was a strange sight indeed! and I said to myself, "Surely I am in 'Snow Land.'"

Soon after we stopped at one of these farms. A trench about fifteen feet deep had been made, leading to the door of the dwelling-house. Here lived friends of my driver. I alighted and walked through the narrow trench and opened the door. In the little hall hung long coats lined with woolly sheep-skin; on the floor were wooden shoes, shovels, axes, etc. A ladder stood upright against

the wall. I opened the other door. As I entered I found myself in a large room. I saluted the farmer and family. They looked at me in astonishment, for I was not one of their neighbors, and who could I be?

The farmer said: "What are you doing, stranger, on the highroad with snow so deep, and when travelling is suspended, snow-ploughs abandoned, horses belonging to them gone to the nearest farms? You can not go farther until the snow packs itself with its own weight, and the snow-ploughs and rollers are able to work on the road. Did you come here on skees?"

"No, I drove," I replied.

"Where is your horse?"

"At the gate," I answered.

"Where are you going?" he asked.

"I am going north as far as the extremity of northern Europe. I want to be in that land during the time of 'The Long Night,' when no sun is to be seen for weeks; but I am afraid to travel farther for a few days on account of the deep snow, and I shall have to wait; and as we can not travel farther and reach the post station, I come to ask if you can give shelter to a stranger far from his country."

"You are welcome," he replied; and his wife added,

"We are poor people, we have a humble home, for our farm is small, but you will have the best we have."

"I thank you ever so much," I replied.

### Exercises

1. Paul du Chaillu was a traveler who made this winter journey into the far north of Europe. What do you think could lead him to make the journey at this season?

Try to locate on the map of Sweden the country through which he was making this journey. What is north latitude?

Explain what is meant by "The Land of the Long Night."

How deep have you seen the snow in winter, on the level and in the drifts?

2. Read the account through as a whole and note the number of paragraphs. Study the description carefully and then tell the story, topic by topic, according to the following outline:

- a. On the way to "The Land of the Long Night." The station.
- b. The deep snow.
- c. A village or hamlet.
- d. A farmhouse.
- e. Conversation with the farmer and his family.

3. Find in the dictionary the meaning of the following words:

latitude	communication
degree	exit
passable	salute
encountered	astonishment
continuous	skees
hamlet	extremity

4. Write an account of this journey in snowland, being careful to make good sentences.

## STUDY 22

### LINCOLN

In the log schoolhouse, which he could visit but little, he was taught only reading, writing, and elementary arithmetic. Among the people of the settlement, bush farmers and small tradesmen, he found none of uncommon intelligence or education; but some of them had a few books, which he borrowed eagerly. Thus he read and re-read *Æsop's Fables*, learning to tell stories with a point and to argue by parables; he read *Robinson Crusoe*, *The Pilgrim's Progress*, a short history of the United

States, and Weem's *Life of Washington*. To the town constable's he went to read the Revised Statutes of Indiana. Every printed page that fell into his hands he would greedily devour, and his family and friends watched him with wonder, as the uncouth boy, after his daily work, crouched in a corner of the log cabin or outside under a tree, absorbed in a book while munching his supper of corn bread. In this manner he began to gather some knowledge, and sometimes he would astonish the girls with such startling remarks as that the earth was moving around the sun, and not the sun around the earth, and they marveled where "Abe" could have got such queer notions. Soon he also felt the impulse to write, not only making extracts from books he wished to remember, but also composing little essays of his own. First he sketched these with charcoal on a wooden shovel scraped white with a drawing-knife, or on basswood shingles. Then he transferred them to paper, which was a scarce commodity in the Lincoln household, taking care to cut his expressions close, so that they might not cover too much space,—a style-forming method greatly to be commended. Seeing boys put a burning coal on the back of a wood turtle, he was moved to write on cruelty to animals. Seeing men intoxicated with whisky, he wrote on temperance. In verse-making, too, he tried himself, and in sa-



ABRAHAM LINCOLN



tire on persons offensive to him or others,—satire the rustic wit of which was not always fit for ears polite. Also political thoughts he put down on paper, and some



THE LOG SCHOOLHOUSE

of his pieces were even deemed good enough for publication in the county weekly.—*Carl Schurz*.

#### Exercises

1. How much of this account of Lincoln can you remember and tell from reading it over once?

2. What words do you find that require explanations? Look up these words in the dictionary and get a satisfactory meaning.

Write a list of the words about whose meaning you are not sure, as, *extracts, marveled, impulse, transfer, commodity, satire, offensive.*

3. You see the short list of books that Lincoln read when a boy. How many of these have you read?

Make out a list of half a dozen books that you have read. Remember how titles must be written.

4. You notice that Lincoln not only read these books, but memorized parts of them and copied parts. What book have you read that you can write about and give some account of? Could you write on the topics he wrote about? What passages can you repeat from memory?

5. He even tried to write verses and make rhymes. Try to write a rhyme of at least four lines about the woods.

6. Make a good list of twenty spelling words from this lesson.

Explain the different ways in which capitals are used in this account of Lincoln. Note the use of quotation marks.

7. When Lincoln was a boy he went to school in a log schoolhouse.

Write a description of this log schoolhouse. How did it look without and within? Describe its furniture, etc.

8. Have you a public library in your town? If so, tell about its value and use.

### STUDY 23

#### DAVID AND JONATHAN

King Saul had threatened to kill David, and to save his life David had fled. But Jonathan, the son of Saul, loved David and desired to turn away Saul's anger from David.

Then they went out together into the open country. And Jonathan said to David, "Surely I will tell thee, if my father determine evil against thee. And do thou show me kindness while I live; and when I am dead, cease not from showing kindness to my children after me, in the days when the Lord shall cut off thine enemies from the face of the earth."

So David and Jonathan made a covenant together. Then Jonathan said to David, "Hide thyself by the stone, as though I shot at a mark; and I will send a lad to find the arrows. If I say to him, 'The arrows are on this side of thee, take them;' then come, for there is peace; no harm is determined against thee. But if I say,

'The arrows are beyond thee;' then go, for the Lord doth send thee away." So David hid himself by the stone Ezel.

On the new moon the king sat down to the feast, and Jonathan sat by the king's right hand, and Abner on the other side; but David's place was empty. Nevertheless, Saul said nothing that day, for he thought, "Something has befallen him; he is not clean." But on the morrow of the new moon, when David's place was again empty, Saul said to Jonathan, "Wherefore cometh not the son of Jesse to the feast, either yesterday or to-day?"

Jonathan answered, "David earnestly desired leave of me that he might go to the yearly sacrifice of his family at Bethlehem, that he might see his brethren. Therefore he cometh not to the king's table."

Then Saul's anger was kindled against Jonathan, and he said, "Thou son of the rebellious and perverse woman, thou hast chosen the son of Jesse to thine own confusion. Surely as long as he liveth, thou shalt not be established in the kingdom. Wherefore now send and fetch him that he may die."

But Jonathan said, "Wherefore should he be slain? What evil hath he done?"

Then Saul would have smitten him with a javelin. And Jonathan rose from the table in fierce anger, and did eat

nothing on the second day of the feast, being grieved for the wrong that his father did David.

On the morrow Jonathan went at the time appointed to the place where David had hidden himself, and shot the arrows as he said. And he said to the lad, "Run, find out the arrows that I shoot." And as he ran he shot an arrow beyond him; and when the lad came to the place, he cried, "Is not the arrow beyond thee? Make haste, speed, tarry not." So the lad gathered up the arrows and returned to his master; but he knew nothing of the matter. Only David and Jonathan knew. Then Jonathan gave his bow and arrows to the lad, and said, "Go, carry them to the city." When the lad was gone, David rose up from his hiding place, and bowed himself before Jonathan three times to the ground. And they kissed one another, and wept one with another, until David exceeded. Then Jonathan said to David, "Go in peace. The Lord is witness of the covenant that is between me and thee, and between my seed and thy seed forever."

So David departed, and Jonathan went back to the city to his father.

This story is taken from the Book of Samuel.

**Exercises**

In completely mastering such a story as this, there are several ways of dealing with it, as follows:

1. Read it through with close attention so as to get the sense. Examine closely words or phrases that are not at first clear. Jonathan asks David to show kindness to himself and his children. Why should Jonathan ask a favor of David when Jonathan was the king's son, while David was cast out and driven away?

Find the meaning of such words as *covenant*, *sacrifice*, *perverse*, *establish*, *javelin*, *exceeded*, *evil*. Study these words in the large dictionary.

Explain the sentence, "Thou hast chosen the son of Jesse to thine own confusion."

Why should David bow himself three times before Jonathan?

Read aloud the whole account with full meaning and expression.

2. Learn this story thoroughly so that you can tell it in full, complete sentences.

3. Dramatize the story and prepare to act the parts. Give the language of the speakers from memory.

4. Write a part or the whole of the story from mem-

ory, comparing your words and sentences later with those in the book.

5. This story is suitable for showing the great variety of connective words that join together the different parts of the sentence. They are, *and, but, though, if, for, then, nevertheless, either, or, that, therefore, as long as.*

6. Observe in this Bible story the old-style form of the pronouns, as, *thou* and *thee* instead of *you, thy* or *thine* instead of *your*. In reading the story change these old-fashioned forms to our modern common forms of pronouns, as, Surely I will tell thee (you).

7. Give oral sentences illustrating the use of :

show	showed	have shown
choose	chose	have chosen
hide	hid	have hidden
rise	rose	have risen

#### STUDY 24

### FAIRY DAYS

Beside the old hall-fire—upon my nurse's knee,  
 Of happy fairy days—what tales were told to me!  
 I thought the world was once—all peopled with prin-  
 cesses,

My heart would beat to hear—their loves and their dis-  
tresses ;

And many a quiet night—in slumber sweet and deep,  
The pretty fairy people—would visit me in sleep.

I saw them in my dreams—come flying east and west,  
With wonderous fairy gifts—the new-born babe they  
blessed :

One has brought a jewel—and one a crown of gold,  
And one has brought a curse—but she is wrinkled and  
old.

The gentle queen turns pale—to hear those words of sin,  
But the king he only laughs—and bids the dance begin.

The babe has grown to be—the fairest of the land,  
And rides the forest green—a hawk upon her hand,  
An ambling palfrey white—a golden robe and crown :  
I've seen her in my dreams—riding up and down :  
And heard the ogre laugh—as she fell into his snare,  
At the tender little creature—who wept and tore her hair.

But ever when it seemed—her need was at the sorest,  
A prince in shining mail—comes prancing through the  
forest,  
A waving ostrich plume—a buckler burnished bright ;



I've seen him in my dreams—good sooth! a gallant  
knight.

His lips are coral red—beneath his dark moustache;  
See how he waves his hand—and how his bright eyes  
flash!

“Come forth, thou Paynim knight!”—he shouts in ac-  
cents clear.

The giant and the maid—both tremble his voice to hear.  
Saint Mary guard him well!—he draws his falchion  
keen,

The giant and the knight—are fighting on the green.  
I see them in my dreams—his blade gives stroke for  
stroke,

The giant pants and reels—and tumbles like an oak!

With what a blushing grace—he falls upon his knee,  
And takes the lady's hand—and whispers, “You are  
free!”

Ah! happy childish tales—of knight and faerie!  
I waken from my dreams—but there's ne'er a knight for  
me.

I waken from my dreams—and wish that I could be  
A child by the old hall-fire—upon my nurse's knee!

—*William Makepeace Thackeray.*

**Exercises**

1. At what age did you best like fairy tales?

Name six of the best fairy tales you know.

Some of the books of fairy tales may be named as follows: *Grimm's Fairy Tales*, *Hans Andersen's Fairy Tales*; *Lang's Blue Fairy Book*, *Green Fairy Book*, *Red Fairy Book*, etc.; *Perrault's Fairy Tales*.

2. Read some good fairy tale at home and learn it so as to tell it well to the class.

3. Do we lose our liking for fairy tales when we grow older? What kinds of stories do we enjoy as we grow older? Do you suppose you could write a fairy tale yourself?

4. Memorize the first stanza. Recite it and write it correctly.

5. Bring in good pictures illustrating fairy tales and describe them.

**STUDY 25****JOKES TO LEARN AND TELL**

Sew It Seems.—“When does a man become a seamstress?”

“When he hems and haws.”

“No.”

“When he rips and tears?”

“No.”

“Give it up.”

“Never if he can help it.”—*Christian Register*.

Uncertain.—Uncle Sol threw aside the letter he was reading and uttered an exclamation of impatience.

“Great Scott!” he cried. “Why can’t people be more explicit?”

“What’s the matter, pa?” asked Aunt Sue.

“This letter from home,” answered Uncle Sol, “says father fell out of the apple tree and broke a limb.”—*Youngstown Telegram*.

Tess—“Why were you weeping in the picture show?”

Jess—“It was a moving picture.”—*Judge*.

Obedient Willie.—Willie was struggling through the story in his reading lesson. “‘No,’ said the captain,” he read, “‘it was not a sloop. It was a larger vessel. By the rig I judged her to be a—a—a—’”

The word was new to him.

“Barque,” supplied the teacher.

Still Willie hesitated.

“Barque!” repeated the teacher, this time sharply.

Willie looked as though he had not heard aright.

Then, with an apprehensive glance around the class, he shouted:

“Bow-wow!”—*Detroit Free Press.*

Two Good Ones.—There are two good reasons why some people don't mind their own business. One is that they haven't any mind, the other that they haven't any business.—*Harvard Lampoon.*

Little Bobby went with his mother to buy a pair of knickerbockers. When he had looked at all the varieties in the store, he was still dissatisfied.

“I want that pair in the window,” he protested.

“These are exactly like them,” assured the clerk; “but if you want that particular pair, I'll get them for you.”

And he produced them, much to Bobby's satisfaction. They bore a sign which read, “These knickerbockers can not be beat.”—*Judge.*

#### Exercises

1. In how many of these jokes is there a double meaning given to a word?

In telling these jokes be careful to bring out the main point clearly. Tell them in class.

2. Write one of these jokes from memory. When finished compare it with the original.

3. Tell other good jokes in the class.

4. What funny or humorous books have you read?

Perhaps you have read some of the following: *The Wizard of Oz*, *Pinnocchio*, *Alice in Wonderland*, *Through the Looking Glass*, *Tom Sawyer*, *The Story of a Bad Boy*.

### STUDY 26

#### THE LARK AND THE ROOK

“Good-night, Sir Rook!” said a little lark.

“The daylight fades; it will soon be dark;

I’ve bathed my wings in the sun’s last ray;

I’ve sung my hymn to the parting day;

So now I haste to my quiet nook

In yon dewy meadow—good-night, Sir Rook!”

“Good-night, poor Lark,” said his titled friend,

With a haughty toss and a distant bend; .

“I also go to my rest profound,

But not to sleep on the cold, damp ground.

The fittest place for a bird like me

Is the topmost bough of yon tall pine-tree.

“I opened my eyes at peep of day

And saw you taking your upward way,

Dreaming your fond romantic dreams,  
An ugly speck in the sun's bright beams ;  
Soaring too high to be seen or heard ;  
And I said to myself, 'What a foolish bird !'

"I trod the park with a princely air,  
I filled my crop with the richest fare ;  
I cawed all day 'mid a lordly crew,  
And I made more noise in the world than you !  
The sun shone forth on my ebon wing ;  
I looked and wondered—good-night, poor thing !"

"Good-night, once more," said the lark's sweet voice.

"I see no cause to repent my choice ;  
You build your nest in the lofty pine,  
But is your slumber more sweet than mine ?  
You make more noise in the world than I,  
But whose is the sweeter minstrelsy ?"

#### Exercises

1. Read this poem with care and select the unusual words for study, as, *haughty*, *nook*, *profound*, *romantic*, *princely*, *ebon*, *minstrelsy*.
2. State in your own words the thought of the lark in the last stanza.
3. Explain the various uses of capitals in this poem, also quotation marks and possessives.

4. Memorize the last two stanzas. Then write them from memory, with care as to marks and spelling.

### STUDY 27

## CHRISTIAN AND APOLLYON

In this Valley of Humiliation, poor Christian was hard put up to it; for he had gone but a little way, before he spied a foul Fiend coming over the field to meet him; his name was Apollyon. Then did Christian begin to be afraid, and to cast in his mind whether to go back or to stand his ground. But he considered again that he had no armour for his back, and therefore thought that to turn the back to him might give him greater advantage with ease to pierce him with his darts. Therefore he resolved to venture and stand his ground. For, thought he, had I no more in mine eye than the saving of my life, 'twould be the best way to stand.

So he went on, and Apollyon met him. Now the Monster was hideous to behold; he was clothed with scales like a fish (and they were his pride); he had wings like a dragon, and his mouth was the mouth of a lion. When he was come up to Christian, he beheld him with a disdainful countenance, and thus began to question him:

APOLLYON.—Whence come you? and whither are you bound?

CHRISTIAN.—I come from the City of Destruction, which is the place of all evil, and I am going to the City of Zion.

APOLLYON.—By this I perceive thou art one of my subjects, for all that country is mine, and I am the Prince and God of it. How is it, then, that thou hast run away from thy King?

CHRISTIAN.—I was born indeed in your dominions, but your service was hard, and your wages such as a man could not live on, for the wages of sin is death; therefore when I was come to years, I did as other considerate persons do, look out, if I perhaps might mend myself.

APOLLYON.—There is no Prince that will thus lightly lose his subjects, neither will I as yet lose thee: But since thou complainest of thy service and wages, be content to go back; what our country will afford, I do here promise to give thee.

CHRISTIAN.—But I have let myself to another, even to the King of Princes, and how can I with fairness go back with thee?

APOLLYON.—I am an enemy to this Prince; I hate his



person, his laws, and people; I am come out on purpose to withstand thee.

CHRISTIAN.—Apollyon, beware what you do, for I am in the King's Highway, the way of holiness, therefore take heed to yourself.

APOLLYON.—I am void of fear in this matter; prepare thyself to die, for I swear thou shalt go no farther; here will I spill thy soul.

And with that he threw a flaming dart at his breast, but Christian had his shield in his hand, with which he caught it, and so prevented the danger of that.

Then did Christian draw, for he saw it was time to bestir him: and Apollyon as fast made at him, throwing darts as thick as hail; notwithstanding all that Christian could do to avoid it, Apollyon wounded him in his head, his hand, and foot. This made Christian give a little back; Apollyon therefore followed his work amain, and Christian again took courage, and resisted as manfully as he could. This sore combat lasted for above half a day, even till Christian was almost quite spent. For you must know that Christian, by reason of his wounds, must needs grow weaker and weaker.

Then Apollyon, espying his opportunity, began to gather up close to Christian, and wrestling with him,

gave him a dreadful fall; and with that Christian's sword flew out of his hand. Then said Apollyon, I am sure of thee now: and with that he had almost pressed him to death, so that Christian began to despair of life. But as God would have it, while Apollyon was fetching of his last blow, thereby to make a full end of this good man, Christian nimbly reached out his hand for his sword, and caught it, saying, "Rejoice not against me, O mine enemy! when I fall I shall arise;" and with that gave him a deadly thrust, which made him give back, as one that had received his mortal wound: Christian, perceiving that, made at him again, saying, "Nay, in all these things we are more than conquerors." And with that Apollyon spread forth his dragon's wings, and sped him away, and Christian for a season saw him no more.

#### Exercises

1. Bunyan's *Pilgrim's Progress* is an interesting book that tells of Christian's trials and adventures while he was on the way to the Celestial City.

Study in the dictionary the new and difficult words in this selection, such as, *humiliation, hideous, disdainful, dominion, considerate, void, resisted, despair, spied, perceive, spent.*

2. This account of Christian contains certain peculiar phrases that are called idioms. They should be understood, and used as peculiar expressions, *e. g.*:

Christian was hard put to it. He began to cast in his mind. To stand his ground. When I was come to years. I might mend myself. Apollyon as fast made at him. To gather up close to him. Sped him away. To have no more in mine eye.

3. Tell the story in the class. Act it as a dialogue.

4. Use the following verbs in sentences:

bear	bore	have borne
give	gave	have given
fly	flew	have flown
begin	began	have begun
swear	swore	have sworn
draw	drew	have drawn

### STUDY 28

## FREMONT ON AN ISLAND IN GREAT SALT LAKE

Fremont marched on his second trip across the plains and mountains until he came in sight of Salt Lake. Exploring this lake for the first time in a frail linen boat,

he, with a few companions, reached a rocky island in the lake. He tells of this experience in his diary.

“Carrying with us the barometer and other instruments, in the afternoon we climbed to the highest point of the island,—a bare, rocky peak eight hundred feet above the lake. Standing on the summit, we enjoyed a broad view of the lake, inclosed in a basin of rugged mountains, which sometimes left marshy flats and wide bottoms between them and the shore. To the southward several peninsular mountains, three or four thousand feet high, entered the lake, appearing, so far as the distance and our position enabled us to determine, to be connected by flats and low ridges with the mountains in the rear. As we looked over the vast expanse of waters spread out beneath us, and strained our eyes along the silent shores; over which hung so much doubt and uncertainty and which were so full of interest to us, I could hardly repress the great desire to explore farther. But the lengthening snow on the mountains was a plain proof of the advancing season, and our frail linen boat appeared so insecure that I was unwilling to trust our lives to the dangers of the lake. I, therefore, unwillingly resolved to end our survey here, and to be satisfied for the present with what we had been able, already, to add to the unknown geography of this region. We felt pleasure, also, in re-

membering that we were the first in the history of the country who had visited the islands and broken with the cheerful sound of human voices the solitude of the place. From the place where we were standing the ground fell off on every side to the water, giving us a perfect view of the island, which is twelve or thirteen miles in circumference, being simply a rocky hill on which there is neither water nor trees of any kind, but several large shrubs and plants in abundance. Out of the driftwood we made ourselves pleasant little lodges, open to the water, and after having kindled large fires to excite the wonder of any stragglng savage on the lake shores, we lay down for the first time in our long journey in perfect security, no one thinking about his arms. The evening was extremely bright and pleasant, but the wind rose during the night and the waves began to break heavily on the shore, making our island tremble. I had not expected in our inland journey to hear the roar of the ocean surf, and the strangeness of our situation and the excitement we felt made this one of the most interesting nights during our long expedition." The next morning, although the water was still rough, they returned to the main shore, and found their friends anxiously waiting for them.

**Exercises**

Fremont was called "The Pathfinder of the West" because he made so many journeys with small parties of men to explore the mountains and rivers and deserts of the Western United States. Kit Carson, the famous scout, was his companion and guide on these exploring trips.

1. In preparing for a long journey of many months among the unexplored regions, what equipment and supplies would Fremont and his men require? Fremont started in the spring of 1843 from St. Louis with thirty-nine men. Write a list of supplies for this trip. Name in class the dangers they were likely to meet.

2. Study this story and be prepared to give a full account of it in class. Look at a map and locate Salt Lake. Locate the mountains near by.

3. Observe closely the meanings and use of the new words, as: *Explore* means to search through, to examine, to go through a country for discovery. *Expedition* means an excursion, journey or voyage, of a company or army for a purpose. It is somewhat similar to exploration. *Expedition* also means speed, promptness, or freedom to move quickly.

*Survey* means a general view, a broad prospect. Some-

- times it means a more particular and careful description of something.

Other important words having the same meaning and root are *surveyor, surveying, surveyorship*. Other words for dictionary study are *determine, circumference, solitude, insecure, surf*.

4. Give oral sentences using the following words:

break	broke	have broken
hang	hung	have hung
lie	lay	have lain
fall	fell	have fallen
rise	rose	have risen
begin	began	has begun

5. Read an account of the life of Fremont or of Kit Carson and write a composition describing some interesting exploit or adventure in their experience.

6. Collect pictures of Great Salt Lake, Pike's Peak, and other Rocky Mountain views.

### STUDY 29

#### ROBIN HOOD AND GUY OF GISBORNE

"Good morrow, good fellow," said Robin in his friendliest tones. "I see you have a stout bow of your own there, and I should judge you to be a good archer."



ROBIN HOOD



“’Tis a strong bow,” replied the other; “but I am not out after deer to-day. I have lost my way in this thick wood. Who art thou?”

“I am a yeoman of Locksley,” replied Robin. “’Tis the village on the other side of the forest.”

“And do you know the forest’s ways?”

“I daresay that none knows them better,” answered Robin Hood. “I will be your guide if you wish.”

“Well, hark ye, good yeoman,” said the stranger, “I am in search of Robin Hood. Take me to the haunts of that proud outlaw, for I would rather meet with him than have paid into my hand forty pound good money down.”

Robin looked at the stranger more closely and knew him. “It is Sir Guy of Gisborne,” said Robin to himself. “He hath ever had the name of a traitor and an ill-liver. Oh, ho! I see why he would rather meet me than have forty pound. Belike, if he could cut me off by treachery, my head would be worth more than that to him.”

“Why,” said Robin aloud, “if you are in such anxiety to see Robin Hood, I daresay I could guide you to a place where he can be met with. But I am not one who would be a guide to a man who can carry a bow, but mayhap, can not draw it.”

“Can I not?” cried Guy of Gisborne. “Set up thy

mark, fellow, and I will soon show thee whether I can shoot or no."

This was what Robin most desired, for he met no stranger in the greenwood but he ever loved to have a bout of archery with him. A mark was quickly set up, and the stranger soon found that he was no match at all for the yeoman of Locksley.

"A blessing on thy heart, yeoman!" cried Sir Guy, clapping Robin on the shoulder. "Thy shooting is beyond common. Were thy heart as good as thy hand, thou wert a stouter fellow than Robin Hood himself. What is thy name? I would fain know more of thee."

"By my faith," cried Robin, "my name I will not tell till thou hast told me thine."

Now, Robin thought, he will give me a false name. The stranger answered promptly:

"I dwell by dale and down," quoth he,

"And Robin to take I'm sworn;

And when I'm called by my right name

I'm Guy of good Gisborne."

"Ay, ay," said Robin Hood. "I thought as much. I knew that no peasant wrapped in a horse hide would carry a knight's bugle horn under his cloak."

"True, yeoman," laughed Sir Guy, "and when I have seized the rogue, Robin Hood, I have but to sound this

horn, and my friend, the sheriff, who is in the forest, will know that I have won the day, and the great reward is mine."

The outlaw's face flushed, and his eyes shone.

"Then seize him, Sir Guy of Gisborne," cried Robin, "for here he stands before you. I am Robin Hood!"

### Exercises

1. Read the story through and notice when quotation marks are used. Select those parts of the story which are not directly spoken by Robin Hood or Guy of Gisborne.

Write a list of the unusual words, as, *archer*, *yeoman*, *haunts*, *bout*, *archery*, *seize*, *treachery*, *daresay*, etc. Study their meanings in the dictionary. What is the difference in meaning of such words as, *deer—dear*; *wood—would*; *know—no*; *knew—new*; *meet—meat*; *off—of*; *see—sea*; *heart—hart*; *told—tolled*; *right—write*; *wrapped—rapped*; *won—one*; *great—grate*; *mine—mine*; *hide—hide*; *here—hear*.

Note the use of the old-fashioned forms, *thou* and *thee*, *ye*, *thine*, etc. Change the sentences to the common form.

2. Why did Guy of Gisborne come into the forest? Do you think he acted wisely in talking so freely to Robin

Hood? Read the rest of the story in the full account of the *Adventures of Robin Hood*.

3. Give an oral account of Robin's kind of life in the greenwood, and how he first became an outlaw. Who were some of his companions and how did they spend their time? After talking this over in the class, write a composition on Robin Hood and his band, and how they spent their time in the greenwood. Would you like to live in the greenwood? Why?

4. Read the parts through as a dialogue, leaving out the descriptive parts. Study and learn the parts so as to present this story as a dialogue.

## SUMMARY OF EXERCISES FOR PART II

THIS IS TO BE USED FOR REVIEWS AND DRILLS.

### *Irregular Verbs.*

bear—bore—borne	creep—crept—crept
swing—swung—swung	forget—forgot—forgotten
hang { hung—hung	shake—shake—shaken
{ hanged—hanged	give—gave—given
rise—rose—risen	hide—hid—hidden
smite—smote—smitten	swell—swelled—swollen
catch—caught—caught	slide—slid—slid
slay—slew—slain	sow—sowed—sown

bid—bade—bidden	tear—tore—torn
awake—awoke—awaked	swear—swore—sworn
build—built—built	steal—stole—stolen
choose—chose—chose	begin—began—begun
blow—blew—blown	break—broke—broken
burst—burst—burst	ride—rode—ridden
fly—flew—flown	drive—drove—driven

*Lie and Lay.*

Robin Hood's men lay on the grass.

Lay the blanket on the grass and lie in the sun.

Please lay the book aside.

The soldiers laid him to rest.

The money has lain useless.

The birds have laid their eggs.

Write the rule for the use of *lie* and *lay*.

*May and Can.*

May I gather thy sweet berries now?

Yes, all thou canst see.

Write the rule for the use of *may* and *can*.

*Will and Shall.*

"I will have that mouse," said the bigger cat.

"You shan't have that mouse," said the little one.

Write the rule for the use of *will* and *shall*.

*Review of Irregular Verbs in Part I.*

is—was—have been	do—did—have done
are—were—have been	come—came—have come
see—saw—have seen	drink—drank—have drunk
lie—lay—have lain	eat—ate—have eaten
lay—laid—have laid	grow—grew—have grown
go—went—have gone	

See Part I, pp. 10, 13, 50.

*Possessives.*

The tree's early leaf buds.

The sky's blue looking glass.

Ready for the king's supper.

Joseph's dreams.

Other men's failures.

Our country's flag.

We live by the king's deer.

His father's sheep.

Let no man's heart fail because of him.

Wealth's wasteful tricks.

Midas' golden touch.

To do the woman's work.

Our neighbor's blockhouse.

The chiefs came to Fremont's lodge.

With singular nouns the apostrophe and *s* are used to denote possession.

Sometimes with nouns ending in *s* only the apostrophe is added, as, *Charles' book*.

*Contractions.*

The glass of water they've left for me,  
Shall "tchick!" to tell them I'm drinking.

There's a merry brown thrush. He's singing to me.  
The world's running over with joy. Don't you hear?  
Don't you see?

O'er land and sea, under the sunshine 'tis gleaming.  
We'll see about that.

Dan said 'twas not his way.

The things he didn't like he did.

'Tis the Heaven of flowers you see there.

He mustn't cry. Never leave it till it's done.

Don't you think that May time's pleasanter than  
March?

Review and drill on contractions in Part I, p. 34.

*Word Study and Use of the Dictionary.*

A definite plan for learning how to study and use the dictionary.

The more careful and detailed study of important words, as, *explore, expedition, survey, imagination, castle, knight, physician, guest, charity.*

Many other words could be added to this list, as, *hospitality, neighborhood, deliverance, security, abundance, banquet, injustice, chivalry.*

#### *Four Forms of the Sentence.*

Nimrod was a mighty hunter.	Declarative.
Oh, that dawn would appear!	Exclamatory.
Do it quickly.	Imperative.
When shall we three meet again?	Interrogative.

#### *Use of Capitals.*

In titles, "The Old Woman Who Lived in A Shoe."  
"Jack and The Beanstalk." "The Golden Touch."

In proper names, and in adjectives derived from proper names, as, Robert Burns, American Indians.

The first word of a sentence and of a line of poetry begin with a capital letter.

Days of the week, and months of the year.

#### *Rules for Spelling Plurals.*

1. Most nouns form the plural by adding *s* to the singular form, as, *pen, pens; dog, dogs; whip, whips; tree, trees.*



2. Some nouns like those ending in *s*, *sh*, *ch*, *x*, and *z*, form the plural by adding *es* to the singular form, as, *church, churches; dish, dishes; fox, foxes*.

3. Nouns ending in *y* preceded by a consonant change the *y* to *i* and add *es*, as, *sky, skies; army, armies; cry, cries; spy, spies; city, cities*.

Words like *journey, valley, and survey*, where a vowel precedes the *y*, add *s* to form the plural.

4. Some nouns ending in *f* or *fe* change this to *v* and add *es* to form the plural, as, *sheaf, sheaves; leaf, leaves; loaf, loaves; wife, wives*; others form the plural regularly by adding *s*, as *cliff, cliffs*.

5. Some words ending in *o* add *s* to form the plural, as, *folio, folios; canto, cantos*. Others add *es*, as, *potato, potatoes*.

#### *Division of Words Into Syllables.*

Examples: at-ten-tion, re-ceiv-ing, ac-ci-dent, gov-ern-ment, an-tiq-ui-ty.

#### *Abbreviations.*

i. e., that is; etc. or &c., and so forth; U. S., United States; D. C., District of Columbia; R. R., railroad; amt., amount; acct., account; Gov., governor; Gen., general; Pres., president; Co., company; Jr., junior; Sr.,

senior; M. D., Doctor of Medicine; Prof., Professor; Supt., Superintendent; Col., Colonel.

Abbreviations in Part I. See p. 98.

Mr., Mrs., Dr., St., Mon., Jan., P. M., P. O., etc.

### *Synonyms.*

Examples:

brave	courageous	valiant
liberty	freedom	independence
labor	work	effort
battle	conflict	combat

### *Antonyms.*

Examples:

palace—hovel	humble—proud
generosity—stinginess	hateful—pleasing
smart—stupid	young—old
early—late	ignorant—wise
high—low	modest—proud

### *Pronouns.*

It is I. Who is I?

All are for thee. Yes, all thou canst see.

He made him a coat of many colors.

And he told it (to) his brethren.

Shalt thou have dominion over us?

What is this dream that thou hast dreamed?

Shall I and thy mother and thy brethren come to bow down ourselves to thee to the earth?

Whom were you talking about?

We believe him to be honest.

We know it to be him.

We know that it is he.

*Letter-Writing.*

A letter requires for its parts, (1) the place, (2) the date, (3) the salutation with appropriate title, (4) the body of the letter, (5) the respectful close, (6) the signature.

Example :

Burlington, Vt.,

July 21, 1871.

Dr. James Boynton,

Dear Sir,

Your kind letter was received this morning and I am pleased to know your decision.

Very respectfully yours,

JAMES WATT.

*Homonyms.*

knew—new	altar—alter
write—wright	rude—rود
grate—great	been—bin
manner—manor	way—weigh
might—mite	not—knot
prey—pray	scene—seen
some—sum	aloud—allowed
knight—night	course—coarse
plain—plane	right—rite

Review of other homonyms in Part I, p. 98.

to two too      there their      eye I

*Marks of Punctuation.*

Exclamation and Question Marks:

Oh, the world's running over with joy!

Don't you know? Don't you see?

*Quotation Marks.*

"But that shall not be," said the brave old dame.

"That I am," replied Richard.

*Common Errors.*

*Drownded* is often used wrongly for *drowned*, as:  
The swimmer was drownded in the river.

*Attackted* is wrongly used instead of *attacked*. The enemy attacked the fort.

*Laid* for *lain*. Peter has lain down on the grass (correct form).

*Lain* should not be used for *laid*. Jack has laid aside his coat (correct form).

*Had ought* or *hadn't ought* is frequently used wrongly for *ought* or *ought not*. Correct use: James ought to return the money.

*Don't* is wrongly used for *doesn't*. He doesn't understand his lesson.

Do not use the word *ain't*. It is an incorrect form.

*Like* is often used wrongly instead of *as*. In Rome do as the Romans do.

*No* is often used wrongly for *any*. The boy didn't have any idea (correct form). The girl hasn't any book.

Use *this*, not *these*. This kind of horses.

Use *that*, not *those*. That sort of people.

*In* and *into* are used differently.

Examples: John went *into* the house. The children were playing *in* the barn.

## REVIEW APPLICATIONS

In the following selections apply the ideas gained in Part II with reference to:

Capitals, punctuation, and quotations.

Contractions.

Forms of irregular verbs and pronouns.

Homonyms.

Dictionary study.

Synonyms and antonyms.

Plural formation.

Rules of spelling.

Memorize some of these passages and write them with care and correctness from memory.

### ROBIN HOOD AND WILL SCARLET

“Hold!” cried Robin Hood, when he saw the stranger raising his staff once more. “I yield me!”

“Hold!” cried Little John, bursting from his cover, with the Tanner at his heels. “Hold! give over, I say!”

“Nay,” answered the stranger quietly, “if there be two more of you, and each as stout as this good fellow, I am like to have my hands full. Nevertheless, come on, and I will strive my best to serve you all.”

“Stop!” cried Robin Hood, “we will fight no more. I take my vow, this is an ill day for thee and me, Little John. I do verily believe that my wrist, and eke my arm,

are palsied by the jar of the blow that this stranger struck me."

Then Little John turned to Robin Hood. "Why, how now, good master," said he. "Alas! thou art in an ill plight. Marry, thy jerkin is all befouled with the dust of the road. Let me help thee to arise."

"A plague on thy aid!" cried Robin angrily. "I can get to my feet without thy aid, good fellow."

"Nay, but let me at least dust that coat for thee. I fear thy poor bones are mightily sore," quoth Little John, soberly, but with a sly twinkle in his eyes.

"Give over, I say!" quoth Robin in a fume. "My coat hath been dusted enough already, without aid of thine." Then, turning to the stranger, he said, "What may be thy name, good fellow?"

"My name is Gamwell," answered the other.

"Ha!" cried Robin, "is it even so? I have near kin of that name. Whence camest thou, fair friend?"

"From Maxfield town I come," answered the stranger. "There was I born and bred, and thence I come to seek my mother's young brother, whom men call Robin Hood. So, if perchance thou mayst direct me—"

"Ha! Will Gamwell!" cried Robin, placing both hands upon the other's shoulders and holding him off at arm's length. "Surely, it can be none other! I might have

known thee by that pretty maiden air of thine,—that dainty, finicking manner of gait. Dost thou not know me, lad? Look upon me well.”

“Now by the breath of my body!” cried the other, “I do believe from my heart that thou art mine own Uncle Robin. Nay, certain it is so!” and each flung his arms around the other, kissing him upon the cheek. Then once more Robin held his kinsman off at arm’s length and scanned him keenly from top to toe. “Why, how now,” quoth he, “what change is here? Verily, some eight or ten years ago I left thee a stripling lad, with great joints and ill-hung limbs and lo! here thou art, as tight a fellow as e’er I set mine eyes upon. Dost thou not remember, lad, how I showed thee the proper way to nip the goose feather betwixt thy fingers and throw out thy bow arm steadily? Thou gavest great promise of being a keen archer. And dost thou not mind how I taught thee to fend and parry with the cudgel?”

“Yea,” said young Gamwell, “and I did so look up to thee, and thought thee so above all other men that, I make my vow, had I known who thou wert, I should never have dared to lift hand against thee this day. I trust I did thee no great harm.”

1. This is a good story to dramatize.



## THE ARROW AND THE SONG

I shot an arrow into the air,  
It fell to earth, I know not where;  
For, so swiftly it flew, that sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I know not where;  
For who has sight so keen and strong  
That it can follow the flight of song?

Long, long afterward in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

—*Henry Wadsworth Longfellow.*

## A VIOLET BANK

I know a bank whereon the wild thyme blows,  
Where oxlips and the nodding violet grows:  
Quite over-canopied with lush woodbine,  
With sweet musk roses and with eglantine.

—*William Shakespeare.*

## LASALLE

On the third of December the company, thirty-three in all, in eight canoes started up the river to the site of the present village of South Bend. Near here they expected to find a path or portage leading to the source of the Illinois River. But the Mohegan Indian guide was absent hunting and the untrained eyes of the Frenchmen failed to see the path as they passed it. LaSalle landed to look for it and lost his way. The snow was falling so fast that he could see only a short distance. He wandered through the woods until he saw a fire, which he supposed belonged to his party. He hurried to it, but found no one near, though a bed of dry grass, still warm from recent use, showed that it had just been deserted. He called in several Indian languages but received no answer. Some Indian must have been in ambush, waiting, perhaps, to kill an enemy, but as he was gone, LaSalle decided to take possession of the place. He made a barricade of bushes around the fire and calling to the unseen owner that he was going to sleep in his bed, he lay down on the grass, where he slept until morning.—

*Parkman.*

1. Study the structure of these sentences and the connective words.

## THE ANT AND THE CRICKET

A silly young cricket, accustomed to sing  
Through the warm, sunny months of gay summer and  
spring,

Began to complain, when he found that at home  
His cupboard was empty and winter was come.

Not a crumb to be found  
On the snow-covered ground;  
Not a flower could he see,  
Not a leaf on a tree:

“Oh, what will become,” says the cricket, “of me?”

At last by starvation and famine made bold,  
All dripping with wet and all trembling with cold,  
Away he set off to a miserly ant,  
To see if, to keep him alive, he would grant

Him shelter from rain:  
A mouthful of grain.  
He wished only to borrow,  
He'd repay it to-morrow:

If not, he must die of starvation and sorrow.

Says the ant to the cricket, “I'm your servant and friend,  
But we ants never borrow, we ants never lend;  
But tell me, dear sir, did you lay nothing by  
When the weather was warm?” Said the cricket, “Not I.

My heart was so light  
That I sang day and night,  
For all nature looked gay."

"You sang, sir, you say?

Go then," said the ant, "and dance winter away."

Thus ending, he hastily lifted the wicket  
And out of the door turned the poor little cricket.  
Though this is a fable, the moral is good:

If you live without work, you must live without food.

1. This story offers good word study and variety of punctuation.

### THE GOOSE WITH THE GOLDEN EGGS

A certain man had the good fortune to possess a goose which laid him a golden egg every day. But dissatisfied with so slow an income, and thinking to seize the whole treasure at once, he killed the goose and, cutting her open, found her just what any other goose would be.

*Much* wants more and loses all.

1. Write this story from memory.

### CRUSOE FINDS A FRUITFUL VALLEY

At the end of this *march* I came to an opening, where the *country* seemed to descend to the west; and a little

spring of fresh water, which issued out of the side of the hill by me, *ran* the other way, that is, due *east*; and the country appeared so fresh, so green, so flourishing, everything being in a constant *verdure* or flourish of spring, that it looked like a planted garden.

I *descended* a little on the side of that *delicious vale*, *surveying* it with a secret kind of *pleasure*, though mixed with my other afflicting thoughts, to think that this was all my own; that I was king, and lord of all this country, and had a *right of possession*; and, if I could *convey* it, I *might* have it in *inheritance* as *completely* as any lord of a *manor* in England. I saw here *abundance* of cocoa-trees, orange, and lemon, and citron trees; but all wild, and very few bearing any *fruit*, at least not then. However, the green *limes* that I gathered were not only *pleasant* to eat, but very wholesome; and I mixed their *juice* afterward with water, which *made* it very wholesome, and very cool and refreshing.

I found now I had *business* enough to gather and carry things home; and I resolved to *lay up* a store, as well of grapes as limes and lemons to furnish myself for the wet season, which I *knew* was *approaching*.

In order to do this, I gathered a great *heap* of grapes in one place, and a lesser heap in another place, and a great *parcel* of limes and *lemons* in another place; and,

taking a few of *each* with me, I travelled homeward; and resolved to come again, and bring a bag or sack, or what I could make, to carry the rest home.

When I came home from this journey, I contemplated with great *pleasure* the *fruitfulness* of that valley, and the *pleasantness* of the *situation*; the *security* from storms on that side the water and the wood; and concluded that I had pitched upon a place to fix my abode which was by far the worst part of the country. Upon the whole, I began to consider of removing my habitation, and to look out for a place *equally* safe as where I was now situate, if *possible*, in that pleasant, *fruitful* part of the island.

## PART III

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### STUDY 1

#### IDUN AND THE APPLES

Of all the Asa folk Idun was the fairest. She was the goddess of spring time and youth, and was dearly loved by all the Asas both for herself and for her magic apples.

These apples were kept locked fast in a golden casket. Only at the dawn of each day was the casket opened, and the gods feasted upon them. Every one who ate this magic fruit grew young and fresh again, however old and weary he may have been before.

Idun fondly cared for this wonderful fruit. It must never happen that the gods of Asgard should grow old and weary. They had too much work to do. So this casket she kept with her all the time. And though she took many apples from it to feed the gods the number therein was always the same.

“Bright Idun, maid immortal!  
Standing at Valhalla’s portal,

In her casket has rich store  
Of rare apples, gilded o'er;  
Those rare apples, not of earth,  
To ageing Asas gave new birth."

### Exercises

1. Idun and the apples of youth remind us of Ponce de Leon and the fountain of youth. What was the story? Explain *magic*, *casket*, *immortal*, *portal*.

2. Read the story in class, then tell it from memory.

3. Memorize the stanza, noting the capitals, spelling, and markings.

4. Mistakes are often made in the use of *this* and *these*, *that* and *those*.

Read the following sentences and note the use of the first word in each sentence :

This apple belongs to Idun.

These apples are not for children.

That apple is preserved in a casket.

Those apples are kept for the gods.

This kind of apples is kept for the gods.

This kind of apples and that kind of peaches are excellent fruit.

5. Make a sentence showing the right use of these words: *maid*—*made*; *o'er*—*ore*—*oar*; *new*—*knew*.



6. Write a composition on "Fruit in the Home Market," using the following outline as a basis :
- a. The fruit market in our town.
  - b. Home-grown fruits.
  - c. Fruits from other parts of our country.
  - d. Fruits from foreign lands.

## STUDY 2

### THE WORLD'S MUSIC

The world's a very happy place,  
Where every child should dance and sing,  
And always have a smiling face,  
And never sulk for anything.

I waken when the morning's come,  
And feel the air and light alive  
With strange sweet music like the hum  
Of bees about their busy hive.

The linnets play among the leaves  
At hide-and-peek, and chirp and sing;  
While, flashing to and from the eaves,  
The swallows twitter on the wing.

And twigs that shake, and boughs that sway;  
And tall old trees you could not climb;  
And winds that come, but can not stay,  
Are singing gaily all the time.

From dawn to dark the old mill-wheel  
Makes music, going round and round;  
And dusty-white with flour and meal,  
The miller whistles to its sound.

The brook that flows beside the mill,  
As happy as a brook can be,  
Goes singing its own song until  
It learns the singing of the sea.

For every wave upon the sands  
Sings songs you never tire to hear,  
Of laden ships from sunny lands  
Where it is summer all the year.

And if you listen to the rain  
When leaves and birds and bees are dumb,  
You hear it pattering on the pane  
Like Andrew beating on his drum.

When coals beneath the kettle croon,  
And clap their hands and dance in glee;  
And even the kettle hums a tune  
To tell you when it's time for tea.

The world is such a happy place  
That children, whether big or small,  
Should always have a smiling face  
And never, never sulk at all.

—*Gabriel Setoun.*

#### Exercises

1. Judging from the poem, what kind of temper and disposition had the author of this poem?

If a poet was sulky and ill-tempered what kind of a poem would he be likely to write?

What other poems do you know that have a cheerful and happy tone?

2. This poem itself has a musical rhythm. Name the rhyming words. How they are arranged in the lines.

Compare the first stanza and the last.

3. Write in your own words the main thought of the poem. Give your own reason for agreeing with the author, or for differing from his chief sentiment.

4. Notice the large number of short words that may

be difficult to spell correctly, such as, *very, busy, chirp, eaves, twitter, boughs, climb, gaily, whistles, music, until, brook, tire, listen, dumb, croon, glee*, etc.

5. Find the other homonym that goes with each of the following words: *boughs, not, flour, sea, wave, tire, rain, pane, their*.

### STUDY 3

#### PARABLE OF THE LABORERS IN THE VINEYARD

1. For the kingdom of heaven is like unto a man that is an householder, which went out early in the morning to hire laborers into his vineyard.

2. And when he had agreed with the laborers for a penny a day, he sent them into his vineyard.

3. And he went out about the third hour, and saw others standing idle in the marketplace,

4. And said unto them; Go ye also into the vineyard, and whatsoever is right I will give you. And they went their way.

5. Again he went out about the sixth and ninth hour, and did likewise.

6. And about the eleventh hour he went out, and found others standing idle, and saith unto them, Why stand ye here all the day idle?

7. They say unto him, Because no man hath hired us. He saith unto them; Go ye also into the vineyard; and whatsoever is right, that shall ye receive.

8. So when even was come, the lord of the vineyard saith unto his steward, Call the laborers, and give them their hire, beginning from the last unto the first.

9. And when they came that were hired about the eleventh hour, they received every man a penny.

10. But when the first came, they supposed that they should have received more; and they likewise received every man a penny.

11. And when they had received it, they murmured against the goodman of the house,

12. Saying, These last have wrought but one hour, and thou hast made them equal to us, which have borne the burden and heat of the day.

13. But he answered one of them, and said, Friend, I do thee no wrong: didst thou not agree with me for a penny?

14. Take that thine is, and go thy way: I will give unto this last, even as unto thee.

15. Is it not lawful for me to do what I will with mine own? Is thine eye evil, because I am good?

16. So the last shall be first, and the first last: for many be called, but few chosen.

**Exercises**

1. Read the story through and be prepared to tell the whole in connected form.

In the preparatory reading of the story in the class, the dialogue form may be acted.

2. In reading this story through notice the Old English forms, as, *ye*, *hath*, *thou*, *thine*, etc. Observe that, in this old style, quotation marks are not used.

Write the whole story in modern form, dividing it into four paragraphs, as follows:

First paragraph, verses 1-2. Laborers sent into the vineyard.

Second paragraph, verses 3-7. The late comers.

Third paragraph, verses 8-12. Paying the laborers; complaint.

Fourth paragraph, verses 13-16. The answer to the complaint.

Use modern forms in place of the Old English forms, as, *you* for *ye*, etc.

Put in quotation marks where needed.

3. Memorize the first three verses of the story in the original and come prepared to write them correctly from

memory. In doing this first study the punctuation marks as given.

4. Make sentences showing the proper use of the following words :

give, gave, have given	is, was, have been
bear, bore, have borne	shall, should, will, would
come, came, have come	are, were, have been
do, did, have done	thou, we, ye, thee, us, you
work, wrought, have wrought	he, him, they, them, I, me
take, took, have taken	

5. Collect pictures of laborers in the fields, forests, etc., for class discussion, as suggested by the following topics: In the cotton-fields, Corn-fields and wheat-fields, Rice plantations, Irrigation ranches, Fisheries, Lumbering and sawmills, Mining camps, Vineyards and peach orchards, Ships and sailors, Harbors with docks and wharves.

#### STUDY 4

### DICTIONARY STUDY

(Recall previous lesson on this topic.)

Observe first of all the general plan and arrangement of subjects in the dictionary.

In using the dictionary we shall be helped by studying

the plan of grouping words, the devices for marking and explaining words, and other helps necessary to its ready use.

In the first part of the book, before the dictionary proper begins, several very important topics are treated :

1. The preface, or introduction, in which the authors explain the purpose and plan of the dictionary.

2. A table of contents that gives a bird's-eye view of the book as a whole, so that you may know where to look for special words and topics.

3. A key to pronunciation of vowels and consonants with the special markings used. In our study of the dictionary we require a few special exercises in using this key with its markings, until they are quite familiar.

4. A chapter on the chief rules of spelling with plenty of illustrations and also lists of exceptions. These rules are of considerable help in the spelling of large classes of words, for example, in the case of doubling the final consonant, as, *drop—dropped, run—running, swim—swimming*.

5. The list of abbreviations used in the dictionary itself and in other books. These are applied constantly in the dictionary, in encyclopedias, and in other books, and should be well known. Examples : *etc., syn., v., pl., i. e.,* and others.



In the main body of the dictionary, at the bottom of each page, is given a list of words, marked to show how the letters are pronounced. This list of illustrative markings should be mastered.

6. The encyclopedia has its materials arranged alphabetically the same as the dictionary; but in the encyclopedia a much fuller account of a topic is given than is possible in a dictionary.

### STUDY 5

#### THE PILGRIM AND THE RICH KNIGHT

In a noble castle there once lived a very rich knight. He expended much money in adorning and beautifying his dwelling; but he gave little to the poor.

A weary pilgrim came to the castle, and asked for a night's lodging. The knight haughtily refused him, and said: "This castle is not an inn."

The pilgrim replied: "Permit me only to ask you three questions, and I will depart." "Upon this condition, speak," said the knight. "I will readily answer you."

The pilgrim then said to him: "Who dwelt in this castle before you?" "My father," replied the knight.

The pilgrim asked again: "Who dwelt here before your father?" "My grandfather," answered the knight.

“And who will dwell here after you?” still asked the pilgrim. The knight said: “With God’s will, my son.” “Well,” said the pilgrim, “if each dwells but his time



THE PILGRIM AT THE CASTLE

in the castle, and in turn must depart and make way for another, what are you otherwise here than guests?

“This castle, then, is truly an inn. Why, therefore, expend so much money in adorning a dwelling which you will occupy but for a short season? Do good; be charitable; for ‘He that hath pity upon the poor, lendeth unto

the Lord; and that which he hath given, will he pay him again.' ”

The knight took these words to heart; he gave the pilgrim shelter for the night, and was henceforth more charitable toward the poor.—*Mrs. St. Simon.*

Be not forgetful to entertain strangers, for some have thereby entertained angels unawares.—*The Book of Hebrews.*

1. This story is told to bring out a single idea. After reading the story write a statement expressing this main idea.

2. Note the meanings of the following words:

*Pilgrim* (noun), a traveler, a wanderer, a sojourner. The word comes from a similar root in English, German, Dutch, and other languages. In this story the pilgrim, who is a poor wanderer, without home or shelter, is the opposite of the rich knight with his many possessions.

*Charity* (noun), the good will that all men ought to feel toward one another. Synonyms of charity are *benevolence, liberality, affection* or *love, philanthropy, the giving of alms, generosity, indulgence*. Kindred words are: *charitable, charitably, charitableness*.

Antonyms for charity are *uncharitableness, dislike*.

3. In the same way study in your dictionaries the words *guest*, *haughtily*, *adorn*.

The large, unabridged dictionary is sometimes needed for a proper study of words as to various meanings and uses.

4. Examine the homonyms, *inn—in*, *knight—night*, *heart—hart*, *guest—guessed*, *way—weigh*, and study their meanings.

5. Act this story as a drama. Use some freedom in modifying the language, and add to the dialogue such parts as may be needed.

#### STUDY 6

### FRANKLIN AS A SWIMMER

Living close to the water when a boy in Boston, Franklin had become an expert swimmer. He could perform surprising feats in the water. While in London working as a young printer, he sometimes displayed his skill as a swimmer in the river Thames.

While returning with a party of friends from a boat trip he says, "I stripped and leaped into the river and swam from near Chelsea to Blackfriars' Bridge (a distance of about three miles) performing on the way many

feats of activity both upon and under the water, that surprised and pleased those to whom they were novelties.

“My friend Wygate, who was desirous of becoming a master in the art of swimming grew more and more attached to me on that account. He at length proposed to me our traveling all over Europe together supporting ourselves everywhere by working at our business (teaching swimming). I was once inclined to it; but mentioning it to my good friend, Mr. Denham, with whom I often spent an hour when I had leisure, he dissuaded me from it, advising me to think only of returning to Pennsylvania.

“One day, I was, to my surprise, sent for by a great man, whom I knew only by name, and I waited upon him. He had heard by some means or other of my swimming from Chelsea to Blackfriars and of my teaching Wygate and another young man to swim in a few hours. He had two sons about to set out on their travels; he wished to have them first taught swimming and proposed to gratify me handsomely if I would teach them. They were not yet come to town, and my stay was uncertain, so I could not undertake it.”

Soon after Franklin returned to Philadelphia and set up in business as a printer.—Adapted from Franklin's *Autobiography*.

**Exercises**

1. Make a dictionary study of the following words:  
*expert, novelty, leisure, dissuade, gratify, display.*

2. Study the words *teach* and *learn* in the dictionary, and write sentences showing their correct use.

Notice the use of *learned* in the following sentences:

Franklin became a *learned* man.

He *learned* to swim.

3. Give oral sentences using the following words with care:

*close*, meaning near, and *close*, meaning to shut.

*feat* and *feet*.

*swim*—*swam*—*have swum*.

*teach*—*taught*—*have taught*.

Use the above words in sentences.

4. In this selection tell the various uses of capital letters; of quotation and other punctuation marks.

## STUDY 7

## FRANKLIN'S GOOD SENSE

At my first admission into this printing house I took to working at press, imagining I felt the want of bodily exercise I had been used to in America, where presswork is mixed with composing. I drank only water; the other workmen, nearly fifty in number, were great guzzlers of beer. On occasion, I carried up and down stairs a large form of types in each hand, when others carried but one in both hands. They wondered to see, from this and several instances, that the Water-American, as they called me, was stronger than themselves, who drank strong beer. We had an alehouse boy who attended always in the house to supply the workmen. My companion at the press drank every day a pint before breakfast and dinner, a pint in the afternoon about six o'clock, and another when he had done his day's work. I thought it a detestable custom; but it was necessary, he supposed, to drink strong beer that he might be strong to labor. I endeavored to convince him that the bodily strength afforded by beer could only be in proportion to the grain or flour of the barley dissolved in the water of which it was made; and that there was more flour in a pennyworth of bread; and



BENJAMIN FRANKLIN



therefore, if he would eat that with a pint of water, it would give him more strength than a quart of beer. He drank on, however, and had four or five shillings to pay out of his wages every Saturday night for the muddling liquor, an expense I was made free from. And thus these poor wretches keep themselves always under.

### Exercises

1. At this time Franklin was a journeyman printer, working at his trade in London.

Read the whole passage with attention. What is meant by composing? By presswork? What is meant by a *detestable* custom? Five shillings a week amounts to how much in our money? Explain the meaning of this sentence: "And thus these poor wretches keep themselves always under."

From this story we can get an insight into Franklin's way of thinking. Name several points in Franklin's character that are clearly shown by this story.

2. In Franklin's Autobiography we find many such anecdotes that show his common sense and practical judgment. Can you describe a few of these briefly?

3. Write this story from memory and then, after re-reading Franklin's own account, see if you have made

the points as clear as he has, and have constructed as good sentences.

4. *Press*, used as a noun, means a number of different things. It may mean an exertion of force, a crowd, the rush of business, a machine for pressing, a printing machine. In fact, there are thirteen different meanings given in the larger dictionaries. It means often the *art* of printing and the whole business of printing newspapers and books.

The verb *press*, meaning to weigh down, to exert pressure, is a root word in English. The *Century Dictionary* gives twenty-two distinct meanings to this word, all more or less related to the root meaning. By means of prefixes, several other words are derived from it, as, *ex-press*, *com-press*, *de-press*, *sup-press*, *im-press*, *op-press*.

Many other derivatives and compounds are formed from the root word *press*, as, *pressure*, *pressman*, *press-work*, *press-gang*, *presser*, *press-agent*, *press-bureau*, *press-bag*, *pressing*, *pressing-board*, *dry-press*, *hydraulic-press*, and many others.

5. Make a study of the following words in the dictionary: *admission*, *imagine*, *occasion*, *composing*, *type*, *detestable*, *convince*, *proportion*, *dissolve*.

## STUDY 8

## ABRAHAM AND THE FIRE WORSHIPER

And it came to pass after these things, that Abraham sat in the door of his tent about the going down of the sun.

And behold, a man, bowed with age, came from the way of the wilderness, leaning on his staff. And Abraham arose and met him, and said unto him, "Turn in, I pray thee, and wash thy feet, and tarry all night, and thou shalt rise early on the morrow, and go on thy way." But the man said, "Nay, for I will abide under this tree."

And Abraham pressed him greatly; so he turned, and they went into the tent, and Abraham baked unleavened bread and they did eat.

And when Abraham saw that the man blessed not God, he said unto him, "Wherefore dost thou not worship the most high God, Creator of heaven and earth?" And the man answered and said, "I do not worship the God thou speakest of, neither do I call upon his name; for I have made to myself a God, which abideth always in mine house, and provideth me with all things." And Abraham's zeal was kindled against the man, and he arose and fell upon him, and drove him forth with blows into the wilderness.

And at midnight God called unto Abraham, saying, "Abraham, where is the stranger?" And Abraham answered and said, "Lord he would not worship thee, neither would he call upon thy name; therefore have I driven him out from before my face into the wilderness." And God said, "Have I borne with him these hundred ninety and eight years, and nourished him and clothed him, notwithstanding his rebellion against me, and couldst not thou, that art thyself a sinner, bear with him one night?"

And Abraham said, "Let not the anger of the Lord wax hot against his servant; lo, I have sinned; lo, I have sinned; forgive me I pray thee."

And Abraham arose, and went forth into the wilderness, and sought diligently for the man, and found him, and returned with him to the tent; and when he had entreated him kindly, he sent him away on the morrow with gifts.—*Benjamin Franklin.*

#### Exercises

1. Explain what kind of country Abraham lived in and why he dwelt in a tent. He was like the wandering Arabs who travel about with their flocks. What kind of animals did they have for use?

Why was Abraham so kind to the stranger? Why was it necessary to treat strangers in such a friendly way?

2. Then suddenly Abraham's indignation broke loose against the stranger and what did he do? Do you understand why Abraham should become suddenly angry and lay heavy hands upon the back of an aged man?

What did God say to Abraham about the stranger? Repeat it from memory.

What did Abraham do to show that he repented of the wrong he had done to the old man?

3. Look through this story. How are capitals and quotation marks used? This story is told in the manner peculiar to the Bible and uses *thee* instead of *you*. There are many old-fashioned phrases.

4. Tell the whole story to the class.

5. Write the story from memory with care as to spelling, capitals, and punctuation.

6. What conclusion is to be drawn from this story?

For He maketh His sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.—  
Matthew 5-45.

## WE THANK THEE

For flowers that bloom about our feet;  
For tender grass, so fresh, so sweet;  
For song of bird and hum of bee;  
For all things fair we hear or see  
    Father in Heaven, we thank Thee!

For blue of stream and blue of sky;  
For pleasant shade of branches high;  
For fragrant air and cooling breeze;  
For beauty of the blooming trees;  
    Father in Heaven, we thank Thee!

—*Ralph Waldo Emerson.*

## STUDY 9

## DARWIN AND THE BOYS

A neighbor of Darwin had two lively boys who became great friends of the scientist. They knew of his interest in insects and of his knowledge, and one day decided that they would play a joke on him to test this knowledge. They caught a grasshopper, a butterfly, a beetle, and a centipede, and with much difficulty put them together to make a strange, composite insect. They took the centi-

pede's body, the grasshopper's legs, the butterfly's wings, and the beetle's head and glued them together. They put their new bug into a box and went to visit Darwin.

"Can you tell us what kind of a bug this is, sir?" asked one of the boys. "We caught it in a field."

Darwin looked at the bug and then he looked at the boys.

"Did it hum when you caught it?" he asked.

"Yes," they answered, looking knowingly at each other.

"Then," said Darwin gravely, "it must be a humbug."

#### Exercises

1. Why was Darwin able to detect so quickly the trick the boys tried to play?

What is a scientist?

*Science* means knowledge. Knowledge of any subject well arranged and classified is the *science* of that subject. Such knowledge of plants is called the science of botany. Science also means sometimes the skill and practise in the use of knowledge.

Words derived from the same root are *scientist*, *scientific*, *scientifically*, *unscientific*. There are many special sciences, as, natural science, political science, etc.

2. Study in the dictionary the following words: *centipede*, *composite*, *humbug*.

3. Darwin was a great English scientist who made a special study of plants and animals. Narrate this story, being careful to bring out well the point in Darwin's answer.

### STUDY 10

#### CLARK'S PLAN IN THE WEST

Early in the war of the Revolution, George Rogers Clark had moved from Virginia to Kentucky. He soon became a leader of the backwoodsmen in fighting against the Indians and English, who came in bands to attack the Kentucky settlers.

The war had not gone on very long before Clark made up his mind that the best plan was to collect a small army of backwoodsmen and drive out the English and Indians. He even planned to capture the English forts in Indiana and Illinois, and to take possession of this territory for the United Colonies.

After getting the approval of Patrick Henry, the Governor of Virginia, Colonel Clark raised a small army, which he took down the Ohio in flatboats. Near the mouth of the Tennessee River he landed his men, secured





PALISADED FORT

guides, and marched rapidly through the rough, wooded country of southern Illinois against the British fort at Kaskaskia. On the evening of July 4, 1778, under cover of darkness, Clark slipped into this fort and captured it by surprise, making prisoners of the British garrison.

Afterward he planned to capture the fort at Vincennes, which was held by General Hamilton with a strong garrison of British and Indians.

**Exercises**

1. Study this account of Clark's expedition and locate the places mentioned on the map. Then tell the whole story in the class.

2. Read the passage again, noting the spelling of proper names and the use of capital letters. Memorize the first paragraph and repeat it in the class.

What abbreviations are sometimes used for Governor, General, and Colonel? Make a dictionary study of *revolution*, *possession*, *approval*, *guides*, *garrison*.

3. Composition:

Examine the picture and write a description of a frontier palisaded fort on the basis of the following outline:

a. How such a palisaded fort was planned and constructed.

b. What use was made of it by the settlers in times of war with the Indians.

c. How the backwoodsmen defended themselves when the fort was attacked by the Indians.

## STUDY 11

## CLARK AT VINCENNES

Clark in his effort to capture Vincennes, had marched through southern Illinois and had crossed the flooded lands of the Wabash River. But the fort and the village of Vincennes were not yet taken, and Clark's little army was so small that, if his enemies knew how few soldiers he had, it would be hard for him to take the place. Clark decided to seize first the French village near the fort, and to make the people think his army much larger than it really was. In the afternoon he captured a Frenchman who was out shooting ducks. This man was sent back to the French village to say that Clark, with his army, was about to storm the place, and that people in the village should keep quiet unless they wished to be severely punished. "As the army advanced among the trees and over ridges, a shrewd ruse made the number appear larger than it really was. The little flags, which had been given the French recruits at Kaskaskia when they enlisted, were paraded as ensigns of companies; while Clark and his Captains, mounted on horses they had seized, galloped hither and thither, as if ordering a vast array." Hamilton knew nothing of Clark's army till the village was taken and the Kentuckians began to fire on the fort.



STATUE OF  
GEORGE ROGERS CLARK

Clark threw up an entrenchment across the road in front of the main gate of the fort, and that night the British in the fort and the Americans in the town kept up a constant firing of guns without doing much dam-

age. In the morning, early, Clark demanded the surrender of the fort, but Hamilton refused. While they were waiting for an answer Clark's men cooked and ate their breakfast, the first complete meal they had had for several days. Then the firing began again. The fort was surrounded on all sides and not a man could show his face or hand without danger. The Americans were fine riflemen, and could hit a silver dollar at a distance of one hundred yards. They remained behind houses, earthworks, and logs near the fort, and kept up so constant a firing of guns that several British soldiers were killed. The British could not use their cannon, because every time a port-hole opened bullets flew into it too fast.

Clark again sent summons to Hamilton to surrender, suggesting that in case he had to storm the fort, he would treat those captured as murderers. Hamilton replied that the British soldiers would do nothing dishonorable. The attack upon the fort was then hotly renewed. In the afternoon, Hamilton raised a flag of truce and later met at the church in the village Colonel Clark, who upbraided him for his cruelty in sending out the savage Indians to massacre men, women, and children. Clark finally drew up conditions that Hamilton accepted, and the next morning the British flag was hauled down and the fort, with its arms and supplies, turned over to Clark. The

British marched out as prisoners of war. Hamilton and his officers were sent to Virginia as prisoners. The name of the fort was changed to Patrick Henry.

By his remarkable success in this campaign against the British and Indians, Clark got possession of the Ohio Valley and of the Illinois country. As a result of this the British surrendered all claim upon this territory to the thirteen colonies at the close of the Revolution.

#### Exercises

1. George Rogers Clark was a bold and heroic leader, whose energy and fearlessness in carrying out his plan for conquering the West were remarkable.

This story is more fully told in several books of history stories relating to early settlement in the Ohio Valley, as in the *Pioneers of the Mississippi Valley*, in *Nida's Story of Illinois*, and Roosevelt's *Winning of the West*.

Study this account carefully until you can give a full recital of it to the class. Be careful to construct complete sentences.

2. Make a dictionary study of the more unusual words, as, *ruse*, *recruits*, *ensigns*, *array*, *entrenchment*, *truce*, *summons*, *dishonorable*, *massacre*, *upbraided*, *remarkable*.

3. Note the use of the following irregular verbs in

these passages, and see if you can tell where the trouble lies in using the correct form :

know, knew, have known	begin, began, have begun
throw, threw, have thrown	show, showed, have shown
do, did, have done	fly, flew, have flown
eat, ate, have eaten	draw, drew, have drawn

4. Write a brief account of Clark's whole campaign based on the following outline :

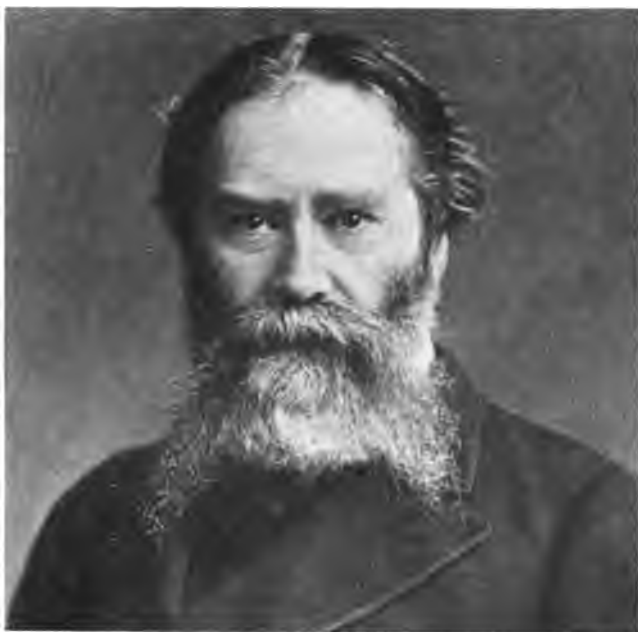
- a. The raising of an army.
- b. The march against Kaskaskia.
- c. The capture of Vincennes.
- d. Important results.

5. Bring into the class good pictures illustrating historical scenes in your own state and in other parts of our country. Discuss these pictures in class and the events they illustrate.

### STUDY 12

#### LETTER-WRITING

The following letter was written by James Russell Lowell, one of our great American writers, when he was a little boy, nine years old :



JAMES RUSSELL LOWELL

November 2, 1828.

My dear brother :—

I am now going to tell you melancholy news. I have got the ague together with a gumbile. I presume you know that September has got a lame leg, but he grows better every day and now is very well but still limps a little. We have a new scholar from round hill. His name is Hooper and we expect another named Penn who



I believe also comes from there. The boys are all very well except Nemaïse, who has got another piece of glass in his leg and is waiting for the doctor to take it out, and Samuel Storros is also sick. I am going to have a new suit of blue broadcloth clothes to wear every day and to play in. Mother tells me that I may have any sort of buttons I choose. I have not done anything to the hut, but if you wish I will. I am not very happy; but I should be more so if you were here. I hope you will answer my letters you must direct them all to me and not write half to mother as you generally do. Mother has given me the three volumes of tales of a grandfather.

farewell.

Yours truly,

JAMES R. LOWELL.

#### Exercises

1. This letter was written by a boy who made some mistakes. Correct the errors, giving the right forms.
2. What facts do you know of Lowell and his early life?
3. Write a letter to your father or mother telling some playground experience. Use the proper heading, salutation, and ending. In the heading use the date of to-day.
4. When is it necessary to give the number of the house you are living in? When should an ending that

expresses affection be used? When should an ending expressing respect be used?

5. Observe the pictures of famous writers in this book and bring others to the class for closer study and discussion.

### THE CHILDREN'S TRIP TO THE COUNTRY

John's home is in Chicago. He is in the fourth grade of a public school on the south side of the city. His little sister Gertie has just entered the first grade of the same school, and an older sister, Jean, is in the sixth grade. One noon when John came home for luncheon his father met him at the door. This surprised John, as his father usually took his luncheon down in the city, and he noticed how tired and how worried his father looked.

"Is anything wrong?" John asked anxiously. "And where is mama?"

"Your mother is with Jean, who has come home from school with fever. The doctor has seen her, but can not tell yet just what is the matter. We have decided to send you and Gertie to visit your grandfather until she is better."

John's grandfather lives on a farm about fifty miles west of Chicago. The two children were placed in

charge of the conductor of an afternoon train and a telegram was sent asking their grandfather to meet them. The journey was made in safety and John wrote to his father the next morning, May 1, 1915.

### Exercises

1. Write such a letter as you think John wrote, telling:
  - a. About the journey.
  - b. Who met them.
  - c. The drive to the farm, and a description of the farm.
2. Write an answer to John's letter by the father.
3. Give a full oral statement of how John and Gertie came to make this trip to the country. Observe the use of capitals and punctuation marks.

### STUDY 13

#### THE POACHER

(A family of four children in England take a fortnight's tour in a furnished caravan, called the Slow-coach. They have with them three young friends, and an ancient gardener named Kink, who is to drive and take care of them.)

On the next morning, which was Sunday, Jack hurried through his dressing and washing at a great pace and instantly disappeared. The others were just beginning to breakfast when he came rushing up in a state of wild excitement, calling, "Kink! Kink!"

"What is it?" said that leisurely man.

"It's a rabbit!" cried Jack. "I've caught it, and I don't know how to kill it."

"Oh, Jack," said Mary, jumping up, "don't kill it! Why should it be killed?"

"For supper, of course," said Jack, and when they came up to him he was kneeling over a kicking object.

"Oh, Kink," he said, "do hold it and kill it! How do you do it? The gipsy boy didn't show me properly."

"The gipsy boy?" said Mary.

"Yes, he gave me a wire. See, it's round its neck. That's how I caught him. Do kill him, Kink!"

"Please don't do anything of the kind," said Janet.

"We don't want to eat rabbits we catch like that."

"No," said Hester, "please don't kill it. Please let it go."

"What mollycoddles you are!" said Jack. "How do you suppose rabbits are killed, anyway? You eat them all right when they are cooked."

"I couldn't eat a rabbit that I had seen struggling alive," said Janet.

"No," said Mary. "Oh, Jack, please let him go! You've caught him, and that's the great thing; and now be merciful."

Kink still held the struggling creature.

"I vote he's let loose again," said Robert. "I don't want any of him."

"No, and I'm sure I don't," said Gregory; "but wouldn't it be fun to keep him in a hutch?"

"Wild rabbits are no good in hutches," said Kink.

Jack was very sullen. "It's awful rot," he said. "You all ought to be vegetarians if you talk like that. But we'll let him go," and he loosened the wire and the rabbit dashed away.

"A nice return to the gipsy for his kindness," Jack muttered.

Kink watched the rabbit till it was out of sight.

"Whose rabbit do you suppose that was?" he asked.

"Mine," said Jack.

"What about the farmer?" said Kink. "A nice return for a night's lodging—poaching his rabbits."

"Poaching!" cried Horace. "Is that poaching? Is Jack a poacher? Oh, how splendid! Jack's a poacher! Jack's a poacher! I wish I was."

"I'd never thought of it as poaching," said Jack, who was not a little proud of his new character.

"When did you set the wire?" Horace asked him.

"Late last night," said Jack. "After you had turned in."

"Wasn't it pitch dark?" Horace asked.

"There was a moon," said Jack, feeling twice his size.

"But what did you do?" Horace asked.

"Well," said Jack, "I had noticed some rabbits in that field on our way back from town, so I just crept off in the dark and found a hole, and took a strong stick and drove that into the ground, and then fixed the wire to it with the noose open, like this, so that the rabbit would run right into it when it came out. And it did! Poaching's frightfully simple."

"Yes," said Horace, "but it wants courage."

"Oh, yes," said Jack lightly. "Of course one mustn't be a fool or a coward."—*The Slow-coach*, by E. V. Lucas.

#### Exercises

1. Make a list of contractions in this story, and give the full form of each, as, *it's—it is, I've—I have*.

2. Examples of dictionary study:

*Mollycoddle*, a weak, or delicate, or feeble person; a

milksop; a cockney. It is used as a word of contempt or ridicule for one who lacks spirit and energy and robustness. Words of opposite meaning are *boldness*, *courage*, *self-reliance*.

*Hutch*, a box, pen, or coop in which a small animal is kept.

*Poaching* means trespassing on another person's land for the purpose of catching and taking game. In England poaching on private estates was punished as a crime. A poacher is one who breaks the law by catching game as a trespasser.

*Vegetarian*, one who eats only vegetable food. Some who are called vegetarians use eggs, milk, and butter, but, strictly speaking, the vegetarian uses no animal food.

In the dictionary study the words, *merciful*, *sullen*, *noose*, *frightful*, *disappear*, *gipsy*.

3. Use the following irregular verb-forms in sentences:

begin            began            have begun

*Began* is sometimes used wrongly instead of *begun*. One should say: *The work has begun*.

come            came            has come

A mistake is sometimes made by using *came* with *have*. We should say: *The visitors have come*. *Come* is also

wrongly used for came in the past tense. *The soldiers came riding by* is correct.

show	showed	have shown
give	gave	have given
eat	ate or eat	have eaten

#### STUDY 14

### DIONYSIUS AND DAMOCLES

Dionysius, the Tyrant of Syracuse, was an able ruler. He had made himself master of the city by his strength and skill in war. But Syracuse, like other Greek cities, loved freedom, and did not relish a tyrant as ruler. Under his management the city had grown rich and powerful, but many people were secretly opposed to him as a usurper.

Although Dionysius was a lover of learning and surrounded himself with wise men and poets, he was in constant dread of his enemies. It is reported that he had a cavern built in connection with his prison; this cavern being so constructed that it conveyed the sounds and voices of the prisoners to one spot where they could be overheard. Thus by listening to their conversation he could discover the secrets of his prisoners and enemies.



A friend of the tyrant, named Damocles, admiring his power and wealth, expressed a wish to enjoy such honors for a single day. Dionysius granted him his wish. Damocles found himself clothed in the magnificent robes of the ruler at the head of a splendid feast. The best wines in golden goblets flowed freely. The richest viands loaded the tables. Music and fragrant flowers added to the charm of gay life and richly attired company.

In the midst of the feast Damocles chanced to glance up toward the ceiling and saw, to his horror, a naked sword suspended point down directly above his head and held by a single hair. He could scarcely keep his place long enough to finish the feast. Thus was Damocles taught not to envy the happiness of such a ruler.

#### Exercises

Dionysius is called in history the Tyrant, or sole ruler, of Syracuse. Syracuse was a famous Greek city on the island of Sicily.

1. In reading the account through, observe that it falls into four parts, which may be suggested by this outline: (a) Syracuse, (b) the cavern, (c) Damocles at the feast, (d) the sword.

*Tyrant* (noun), in the olden time this word meant a ruler, good or bad, who was uncontrolled or unlimited in

power. In our time it means a hard or oppressive ruler, one who is cruel and selfish in his use of power. Synonyms of tyrant are *despot*, *usurper*, *oppressor*, *autocrat*, *dictator*. Similar words from the same root are *tyranny* (that is, harsh, unjust rule), *tyrannical*, *tyrannic*, *tyrannize*, *tyrannous*.

*Cavern* (noun), a large natural hole or cavity in the hillside or below the surface. Synonyms for cavern are *cave*, *den*, *cavity*; derivatives and compounds from the same root are *cave*, *cavity*, *cave-dweller*, *cavemen*, *cavernous*.

Study the following words in the dictionary: *usurper*, *convey*, *attire*, *ceiling*, *suspend*, *magnificent*.

2. Study the story carefully and then write it from memory in the four paragraphs.

3. Examine the form and meaning of the following homonyms, and make a sentence illustrating each:

hair	hare	not	knot
by	bye	buy	grown
ceiling	sealing	one	won
sword	soared	their	there

## STUDY 15

## DAMON AND PYTHIAS

Characters :

DIONYSIUS, Tyrant of Syracuse.

DAMON.

PYTHIAS.

FOLLOWERS OF DIONYSIUS.

FRIENDS OF DAMON AND PYTHIAS.

## SCENE I

*(Enter Dionysius and Attendants, Pythias and Damon.)*

DIONYSIUS.—You are accused of opposing my will, and of acting against my authority. I have examined those who are witnesses against you and their testimony agrees that you are a rebel against my rule. You well know that the penalty for such treason is death. You may prepare yourself to suffer as a traitor should, but I will allow you a month to live before the day appointed for your death.

PYTHIAS.—I will make no request for life against your unjust sentence. You have listened to those who are false witnesses against me. One request only will I make, that I be allowed liberty to return to my friends in

Greece, to make them a farewell visit and to settle my family affairs. Then on the day appointed for my death I will return to suffer the penalty.

DIONYSIUS.—What a likely proposal! Allow you liberty to escape and the privilege of returning at your own free will! Do you think me a fool to grant such freedom to an enemy? What would your promise be worth when you are once safe in Greece?

PYTHIAS.—You seem to have no faith in the solemn promise of one who has never broken his word. My promise is safe and certain, and you may rest assured that I will return upon the day.

DIONYSIUS.—I should be much better content to know that you are safely housed behind prison bars till the day comes.

DAMON.—My Lord, you do not judge rightly the worth of Pythias and his word of promise. He will surely fulfil his pledge. Pythias is my sworn friend and I have full confidence in his truth and honesty. To prove this to you, I will take Pythias' place in the prison cell, and should he not return, will myself suffer the penalty.

DIONYSIUS.—Young man! clearly you have much faith in mere friendship. If you live longer and see more of men you will abate your rash confidence. Even a sworn friend can not be trusted in such a case. (*Aside*) But I

am tempted to try this out to see if these young men will prove so faithful as their hasty words foretell. (*Aloud*) Let it be so. Damon, go you to prison. Pythias, see that you return on the appointed day, or your friend must die.

(*Pythias and Damon take leave of each other, and Pythias departs. Exit Dionysius and his attendants with Damon as prisoner.*)

## SCENE II

(*Enter Dionysius with attendants.*)

DIONYSIUS.—The day is come for Pythias to return and pay the penalty of his deeds. Has he yet shown his face?

ATTENDANT.—No, my Lord. Nor has any news of his approach been heralded.

DIONYSIUS.—How bears Damon this neglect and desertion by his friend?

ATTENDANT.—He seems in no wise cast down, but trusts that Pythias will return on the day.

DIONYSIUS.—Summon Damon from his prison and lead him into our presence. (*Exit attendant.*) He well deserves the fate set before him because of his rash and senseless offer to take the place of Pythias. (*Enter Damon in prison dress, but bold and free.*)

DIONYSIUS.—Damon! your sworn friend has evidently

forgotten this day. Perhaps he is feasting with his friends in Greece.

DAMON.—You misjudge Pythias, my Lord. He has not forgotten his promise. He has been delayed by storm, or he has been captured by robbers, or unavoidable accident has hindered.

DIONYSIUS.—Foolish youth! You may now see what your rash folly has brought you to. Friendship can not bear the strain of such pain and misery. Your friend has proved false. The time has now come when you must bear the load which you so thoughtlessly took upon you.

DAMON.—I am prepared. I know that Pythias is not at fault, and that he is true to me. I am glad that I can taste death for him, for he is noble and true. You, my Lord, do not know what friendship is. My confidence in Pythias is undisturbed.

DIONYSIUS (*to his attendants*).—Bring in the instruments of death. This stubborn youth will quail in the final test.

DAMON.—Tell Pythias, when he returns, that I in no way regret my faith in him, and that I willingly died in his behalf.

DIONYSIUS.—Stand forth, Damon! Your friend has deserted you in the final test, and you are now to suffer for him.

DAMON.—Yes, my Lord. But Pythias is not unfaithful to his pledge. (*A noise without. Enter Pythias in haste.*)

PYTHIAS.—Damon! Happy am I that you still live. My Lord, I am returned to fulfil my pledge and to save the life of Damon. I am ready to suffer at your hands.

*Dionysius looks on in astonishment. Damon and Pythias speak in confidence together.*

DIONYSIUS.—This is indeed a strange story. Each is willing and would gladly die for the other. Would that I had such friends! Come, Damon and Pythias, I pronounce you both free men. Such friends deserve to live and not to die. Gladly would I make this request of you, that you admit me as a third one into this bond of friendship.

### Exercises

1. This is one of the old Greek stories told of Dionysius, the tyrant of Syracuse. Such a ruler had supreme power and could pronounce the death sentence at his pleasure.

2. Make a study of the following words, writing the words of similar meaning and derivatives.

Use the various words in sentences, showing shades of meaning. Compare the definitions given here with those in the dictionary.

*penalty*, meaning punishment, suffering, retribution, desert; words derived from the same root are *penal*, *penalize*, *penally*.

*penalty* also has other meanings,—a money fine or forfeiture, the evil consequence of an act, etc.

*enemy*, a hostile person, who seeks to do one injury; synonyms,—*foe*, *antagonist*, *opponent*, *adversary*; related in origin is *enmity*.

*pledge*, a security, or guaranty, a promise, a token, a surety, a hostage, a pawn; *pledge* is also used as a verb to *pledge*, that is to give security, to guarantee; other words from the same root, *pledgeless*, *pledge-ring*, *pledge-cup*, *unpledged*.

*desert*, to leave, to forsake, to abandon, to quit service, to run away; derivative words are *deserter*, *desertion*.

*desert*, used as an adjective, means uncultivated, waste, deserted, uninhabited. Used as a noun it means a waste or barren place.

*desert* is also used in a very different sense, meaning merit or recompense, what one deserves.

*privilege*, a grant, a special right, benefit, advantage, exemption, franchise, immunity.

*privilege* is also a verb, meaning to grant a right, etc. It comes from a Latin word, *privilegium*, meaning a special right or exemption.



3. Study this dialogue first as a reading lesson until you can read it well, making the expression strong and vigorous.

4. Tell the story briefly in your own language.

5. Memorize the parts and act the dialogue in complete form for some special entertainment. If this is done in appropriate costume it will add to the effect.

### STUDY 16

#### MILK

Good pure milk is an almost perfect food. It contains all the food elements in right proportion and is commonly used by children and adults. From milk, butter and cheese are produced.

Since milk is such an important source of food in most countries, the business of dairying is among the most productive industries.

But good milk is difficult to obtain and bad milk, that is, milk that is injurious to health and often a direct source of disease, is all too common.

The following are a few of the different ways in which milk is made impure and often dangerous:

Dirty and ill-kept barns and milk sheds where cows are milked cause milk to become dirty.

The milkers are not careful to have clean hands and clothes, so that particles of dust and dirt drop into the milk.

The cows should be kept clean and their udders washed before milking, else the milk is spoiled.

The milk cans and bottles, unless they are scalded and made very clean, cause milk to sour and become unwholesome.

The water and food used by cows should be pure and wholesome in order to get pure, nourishing milk.

The stables should have clean cement floors and good ventilation so that the cows will be strong and well.

Flies often drop into milk exposed in cans and this is dangerous and insanitary, because of disease germs carried by them which increase rapidly in milk.

In all these different ways milk may be spoiled by dirt and disease germs getting into it. These make it unfit for use and even dangerous.

A first-class dairy barn, where pure wholesome milk is produced, is a very clean place, and the milkers of the cows use constant care to keep out all impurities.

As soon as the milk is obtained in clean pails, it is run over coolers, then placed, if the weather is warm, in sealed bottles on ice. It can then be shipped to towns and

cities where it comes to our homes pure and free from all disease germs.

In cities much sickness is caused by feeding the babies and young children on poor, spoiled milk. All our large cities make strong efforts every summer to inspect the milk and the dairies so as to insure a pure milk supply. In this way the lives of many infants are saved and the children made healthier and happier.

#### Exercises

1. Read this account of milk and make a list of the ways in which milk is rendered unfit for use. Observe the words that are used to describe good milk, as, *pure, wholesome, clean, sweet, nourishing, healthful, sanitary, bottled, free from germs*. Words that describe bad milk are, *impure, dangerous, unwholesome, spoiled, germ-laden, insanitary, sour, dirty, injurious, a source of disease, unfit*.

2. Write sentences using the following words: *dairying, proportion, commonly, dangerous, cheese, productive, source, unwholesome, sanitary, udders, scalded, nourishing, ventilation, disease, impurities, constant, scalded, shipped, insure, germs*. Use the dictionary to help clear up the meaning of any of these words.

3. Write an account of the different ways in which

milk is used as a food and in cooking. Tell, also, how butter is obtained from milk. How is cheese produced? What causes milk to sour?

4. Show how the plurals of the following words are formed, and give the rule: *dairy, industry, supply, impurity, study, lady, fly, city, country, fairy.*

5. Collect pictures illustrating dairying and other farm occupations; also barns, silos, herds of cattle, sheep, and horses.

### STUDY 17

#### DARE TO DO RIGHT

Dare to do right! Dare to be true!  
You have a work that no other can do;  
Do it so bravely, so kindly, so well,  
Angels will hasten the story to tell.

Dare to do right! Dare to be true!  
Other men's failures can never save you;  
Stand by your conscience, your honor, your faith;  
Stand like a hero, and battle till death.

—George L. Taylor.

#### Exercises

1. Read the first stanza. Notice that the first line is an imperative sentence, the second declarative, the third line

imperative, and the fourth what? Observe the marks of punctuation, showing exclamatory sentences, separating parts of sentences, etc.

2. At the teacher's dictation write the first stanza, being careful to use capitals correctly, right spelling, and the proper punctuation.

3. Read the second stanza and tell what kind of sentences are in it.

Notice the use of the apostrophe denoting possession in *men's*. Use the word *boy*, showing possession; also, *girl*, *Mary*, *dog*, *squirrel*.

How is the possessive shown with plural nouns, as, *dogs*?

4. Notice in both stanzas the use of the comma, and make a rule for the use of the comma in such cases.

5. Notice the use of the verbs, *do*, *did*, *done*, *tell*, *told*, *stand*, *stood*. Remember that *done* is used with *have*, as, *I have done* the work.

6. Notice the plurals of *work*, *angel*, *story*, *man*, *hero*, *death*. Observe how the plural is formed in several ways.

7. Memorize both stanzas and write them fully from memory, with proper spelling, punctuation, and care in writing. Afterward compare your written form with the book and make the necessary corrections.

## STUDY 18

## HERCULES AND THE AUGEAN STABLES

Hercules, for one of his hard tasks, was told to clean the Augean stables. This proved to be a very disagreeable piece of work. Hundreds of cattle and goats had been housed in this vast stable for many years and it had never been cleaned out. High piles of litter and filth had collected until it was plain that no man in a lifetime could shovel out and carry off the waste.



STATUE OF HERCULES AT NAPLES, ITALY

Hercules had performed some heroic deeds, having fought and slain the lion and having captured the wild boar in the mountains, but to clean out a huge stable

with a shovel, was a dirty, disagreeable task that would make him a slave for life and bring him no glory. But Hercules was not a man to dodge hard and disagreeable tasks. Cleaning out a stable did not seem a very honorable work for a prince and hero, but he could perhaps do it in such a way as to win respect and honor.

First he went to the stable and looked around. Perhaps by his wit, he could find a better and shorter way to work out this huge undertaking. He noticed that this vast stable stood in a valley on low ground not far away from the river Alpheus. He saw, also, that this was a swift stream as it came rushing down out of the mountains. At once the idea came into his head that he might turn this swift current of water into the stable and wash out the whole place.

Going up-stream to the hills, he dug a deep channel down through the valley to the great doors at the upper entrance of the Augean stables. When this was done, he built a dam across the river so as to turn the water out of its course into this deep trench. The stream then poured in a flood down this course, swept through the stables and in a few hours washed them out clean and pure. The waste and filth were carried down into the river and swept away.

Old proverb: Where there's a will there's a way.

**Exercises**

1. What profitable suggestion does one get from this old story concerning the right way of meeting tasks?

Describe how in modern times the same idea that Hercules used has been put into service in important ways.

Read and tell of some other exploit of Hercules as told in the old Greek myths.

2. Study from the dictionary the meaning and spelling of the following words: *task, cleanse, disagreeable, collected, heroic, honorable, wit, undertaking, entrance, piece, huge, channel.*

Compare *piece* and *peace*, *channel* and *canal*.

3. Make sentences showing the correct use of the following homonyms: *plane, plain; no, know; whole, hole; course, coarse.*

4. What other famous labors did Hercules perform? Give an account of one of them.

5. Write the first two paragraphs from memory, and compare your story with the original, making corrections.

6. Make sentences showing the correct use of the following words:

slay	slew	have slain
see	saw	have seen
come	came	have come
do	did	have done



## STUDY 19

## THE APPLE

The apple is the commonest and yet the most varied and beautiful of fruits. A dish of them is as becoming to the center-table in winter as was the vase of flowers in summer,—a bouquet of Spitzenbergs and Greenings and Northern Spys. A rose when it blooms, the apple is a rose when it ripens. It pleases every sense to which it can be addressed, the touch, the smell, the sight, the taste; and when it falls in the still October days it pleases the ear. It is a call to a banquet, it is a signal that the feast is ready. The bough would fain hold it, but it can now assert its independence; it can now live a life of its own.—*Burroughs.*

## Exercises

1. Tell what John Burroughs thinks of the apple. Why does he say the apple is a rose when it blooms? What makes the call to the banquet? State in another form the sentence, "The bough would fain hold it." Write the description of the apple, making the statements simpler. Compare with Burroughs' description and see if the thought is the same.
2. Compare the above with Bryant's verse:

What plant we in this apple-tree?  
Fruits that shall swell in sunny June,  
And redden in the August noon,  
And drop, when gentle airs come by,  
That fan the blue September sky,  
While children come with cries of glee  
And seek them where the fragrant grass  
Betrays their bed to those who pass,  
At the foot of the apple-tree.



WILLIAM CULLEN BRYANT

3. Read the biography of Bryant and write an account of some interesting incident in his life. Read this before the class.

“WHAT DO WE PLANT?”

What do we plant when we plant the tree?  
We plant the ship, which will cross the sea.  
We plant the mast to carry the sails;  
We plant the planks to withstand the gales—  
The keel, the keelson, the beam, the knee;  
We plant the ship when we plant the tree.

What do we plant when we plant the tree?  
We plant the house for you and me.  
We plant the rafters, the shingles, the floors,  
We plant the studding, the lath, the doors,  
The beams and siding, all parts that be;  
We plant the house when we plant the tree.

What do we plant when we plant the tree?  
A thousand things that we daily see;  
We plant the spire that out-towers the crag,  
We plant the staff for our country's flag,  
We plant the shade, from the hot sun free;  
We plant all these when we plant the tree.

—Henry Abbey.

**Exercises**

1. Read the first stanza and notice the parts of a ship that are made of wood. What other parts of a ship not here mentioned? What kinds of lumber are used in ship-building? Of what are our modern ocean vessels built?

2. If a man should wait till the trees grow to build a house, how many years would he wait? What different kinds of lumber are commonly used in constructing houses? What other materials are used nowadays in house building?

3. If you were planting an orchard, what kinds of trees would you select? Write a story telling what kind of fruit trees you would put in, and what you would expect of them as they grew. Plan a small orchard for a country place.

4. Write an account of a trip to the woods and what you saw and did there, as, the kinds of trees, the birds and animals and wild flowers, the brooks or streams, what games were played, a camp dinner.

5. Write the second stanza from dictation, putting in the correct punctuation and spelling.

6. Make a study in the dictionary of the following words: *bouquet*, *banquet*, *keel*, *rafters*, *fragrant*, *betray*.

## STUDY 20

## WATER SUPPLY OF TOWNS

In all cities and towns one important basis for the good health of the people is a pure water supply. Cities have learned this lesson by sad experience, that is, by epidemics of disease caused by impure water. By impure water we mean not muddy or dirty-looking water, but water that contains dangerous disease germs, such as those produced by typhoid fever and cholera. Cold sparkling water from wells and springs may be full of these disease germs while muddy water may be free from them. These germs are so very small that it requires an expert with a microscope to detect them. For a long time people did not know that there were such things as disease germs. People in towns and cities drank water from polluted wells or springs and epidemics spread, bringing death to thousands of people, and no one knew what was the real source of disease.

Many cities drew their water supply from rivers that had become polluted because of the drainage poured into them from sewers. Epidemics of typhoid fever are still caused in cities by the use of impure water.

Now that so many thousands of people are living in cities and towns, it is of the utmost importance that pure,

healthful water be supplied to the people for drinking, cooking, and all household uses.

There are several ways by which pure water can be obtained and there are also ways by which polluted waters can be purified and the disease germs destroyed. Some cities, New York for example, get their water supply from distant hilly and mountainous districts, where the streams run pure water. These streams are dammed up, forming artificial lakes from which the water is carried through tunnels to the city. Other cities such as Washington and Hamburg take the impure river water and pass it through extensive sand filters which remove the disease germs and render it more pure and wholesome. Smaller towns and cities in order to secure a pure water supply often bore deep wells five hundred or one thousand feet deep. In this way they avoid the impurities of drainage so often found in shallow surface wells. It is dangerous to use water from ordinary surface wells.

Some cities—Chicago is one—receive their water through tunnels extended for miles under the lake, far enough at least to avoid the impurities along the shore. Another method of avoiding impurities is to boil the germ-laden waters for half an hour or more. This destroys the germs.

On account of the immense amount of water needed

daily in a city it is always expensive to furnish a good water supply. New York and Chicago have spent many millions of dollars upon their water systems, for they must have a good water supply no matter what the cost. To put down water mains and sewers along all the streets of a town is also an item of great expense.

To plan and work out a complete system of water-works, for a city, including water mains and sewers, requires the best knowledge and experience of expert engineers. Even after such a system has been installed, it is necessary to watch it closely against common causes of pollution and to manage it skilfully so as to insure a pure water supply for all the people.

#### Exercises

1. Write a paper on pure water according to the following outline:
  - a. Why we need a pure water supply.
  - b. Ways of securing pure water.
  - c. Expense and how met.
  - d. Expert management needed.
  
2. Use the following words in this description of the water supply in sentences: *polluted, mountainous, receive, damage, wholesome*, etc.

3. In the dictionary make a study of the pronunciation and meaning of *epidemic, microscope, detect, impurity, artificial, experience, sewers, expense, engineers, install, polluted.*

### STUDY 21

#### BRUCE AND THE SPIDER

It was about this time that an incident took place, which, although it rests only on tradition in families of the name of Bruce, is made probable by the manners of the time. Bruce was lying one morning on his wretched bed, and deliberating with himself whether he had not better give up all thoughts of making good his right to the Scottish throne. He could dismiss his followers, transport himself and his brothers to the Holy Land, and spend the rest of his life in fighting against the Saracens. By doing this, he thought, perhaps he might deserve the forgiveness of Heaven for the great sin of stabbing Comyn in the church at Dumfries. On the other hand, he thought it would be both criminal and cowardly to give up his attempts to restore freedom to Scotland while there remained the least chance of his being successful. This undertaking, rightly considered, was much more his duty than to drive the infidels out of Palestine.



While he was divided betwixt these thoughts, and doubtful of what he should do, Bruce was looking upward to the roof of the cabin in which he lay. His eye was attracted by a spider, which, hanging at the end of a long thread of its own spinning, was trying to swing itself from one beam in the roof to another. The insect made the attempt again and again without success. At length Bruce counted that it had tried to carry its point six times. It came into his head that he himself had fought just six battles against the English and their allies, and that the poor persevering spider was exactly in the same situation with himself. "Now," thought Bruce, "as I have no means of knowing what is best to be done, I will be guided by the luck which shall attend this spider. If the insect shall make another effort to fix its threads, and shall be successful, I will venture a seventh time to try my fortune in Scotland. But if the spider shall fail, I will go to the wars in Palestine, and never return to my native country more."

The spider tried again with all the force it could muster, and fairly succeeded in fastening its thread to the beam which it had so often, in vain, attempted to reach. Bruce, seeing the success of the spider, resolved to try his own fortunes. As he had never before gained a vic-

tory, so he never afterward met any considerable or decisive check or defeat.

### Exercises

1. Bruce lived in the time of the Crusades, when Christian knights traveled to the Holy Land to fight against the Saracens who, as enemies to the Christians, held the city of Jerusalem. A full and interesting account of Bruce's adventures is given in Scott's *Tales of a Grandfather*. Other hero stories of William Wallace, Douglas and Randolph are given in the same book.

2. Write the story of the lesson Bruce learned from the spider. Do you regard Bruce as a wise man because he was willing to go to school to a spider?

3. Tell briefly what you know of the later life of Bruce. Did it turn out as well as the spider's?

4. Do you know of other important men in history who became famous because they could not be discouraged by misfortunes and defeats? Name any and tell something about them.

5. Use the dictionary in studying the following words: *Saracens, Palestine, criminal, infidel, ally, venture, transport, wretched, decisive*.

## STUDY 22

## LETTER-WRITING

It is not always easy to write a good letter. It is sometimes said that people no longer write good letters. There are easier ways of communicating with our friends nowadays. Mention some of the ways.

In olden times people wrote more letters, and it may be true that they wrote better letters than people write now. Perhaps the letters we read in books are better than the letters we receive, because only the letters of famous men and women get into books.

However, letter-writing is still an important part of education. All can learn, by practise, to write a letter in good form, and doubtless, with care and thought, all can learn to make their letters interesting.

The following letter was written by an English poet and humorist before the middle of the last century to a little girl. The little girl and the poet, while walking in the woods, had fallen and rolled down hill together.

17 Elm Tree Road, St. John's Wood,  
Monday, April, 1844.

My Dear May,

I promised you a letter, and here it is. I was sure to

remember it; for you are as hard to forget as you are soft to roll down hill with. What fun it was! only so prickly, I thought I had a porcupine in one pocket, and a hedgehog in the other. The next time, before we kiss the earth we will have its face well shaved. Did you ever go to Greenwich Fair? I should like to go there with you, for I get no rolling at St. John's Wood. Tom and Fanny only like roll and butter, and as for Mrs. Hood, she is for rolling in money.

Tell Dinnie that Tom has set his trap in the balcony and has caught a cold, and tell Jeanie that Fanny has set her foot in the garden, but it has not come up yet. Oh, how I wish it were the season when "March winds and April showers bring forth May flowers!" for then of course you would give me another pretty little nosegay. Besides it is frosty and foggy weather, which I do not like. The other night, when I came from Stratford, the cold shriveled me up so that when I got home I thought I was my own child!

However, I hope we shall all have a Merry Christmas. I mean to come in my most ticklesome waistcoat, and to laugh till I grow fat, or at least streaky. There will be doings! And then such good things to eat; but, pray, pray, pray, mind they don't boil the baby by mistake for a plump pudding instead of a plum one.



Geneva, Ill.

Dec. 20, 1914.

Dear Katherine:

The snow has made the hill fine for coasting. We tried it last night, and had great fun. My coaster holds two, and Jean and I take turns steering. We do upset occasionally, but the snow is soft, and upsetting adds to the fun.

Mother says that you are to tell your mother that you should come over now and not wait until the day before Christmas. Your father can put you on the train and my father will meet you here. Just think! the snow might melt and you could not try my new sled. Write by return mail that you are coming and tell us what train to meet.

Your affectionate cousin,

MARY.

This letter is to be sent to Katherine Wilson, 241 Oak Street, Oak Park, Illinois. Address it thus:

Miss Katherine Wilson,  
241 Oak Street,  
Oak Park,  
Illinois.

As Mary lives in a small town it is not necessary to write the street number.

Answer the above letter and address the envelope to Miss Mary Gibson, Geneva, Illinois.

### STUDY 23

#### FREMONT AND THE INDIANS

While Fremont was encamped at Fort Laramie, a large number of Indians came up and pitched their tents near by. The Indians made frequent visits to the tents of Fremont's men and the chiefs to Fremont's lodge. "Now and then an Indian would dart up to the tent on horseback, jerk off his trappings, and stand silent at the door, showing his desire to trade. Occasionally a savage would stalk in with an invitation to a feast of honor, a dog feast, and quietly sit down and wait till I was ready to accompany him. I went to one; the women and children were sitting outside the lodge, and we took our seats on buffalo robes spread around. The dog was in a large pot over the fire in the middle of the lodge; and immediately upon our arrival was dished up in large wooden bowls, one of which was handed to each. The flesh had something of the flavor and appearance of mutton. Feeling something move behind me, I looked around and found that I had taken my seat among a litter of fat young puppies. Fortunately I was not of delicate nerves, and

continued to empty my platter. The Indian village consisted principally of old men, women and children. They had a considerable number of horses and large companies of dogs. Their lodges were pitched near the fort, and our camp was constantly crowded with Indians of all sizes, from morning till night, at which time some of the soldiers came to drive them all off to the village. My tent was the only place which they respected. Here came only the chiefs and men of distinction, and one of them usually remained to drive away the women and children. The numerous strange instruments, applied to still stranger uses, excited awe and admiration among them, and those which I used in talking with the sun and stars they looked upon with special reverence, as mysterious things of 'great medicine.' "

Fremont had with him chronometers, large thermometers, transits, and barometers, for the purpose of keeping a record of the temperature, rainfall, heights of places, and their latitude and longitude.

#### Exercises

1. Read this story carefully, making a list of the more difficult words. Write these words, showing the accent and give a brief definition of each.

Have a lively drill on the spelling and pronunciation of



these words. Make a careful dictionary study of *accompany, arrival, distinction, reverence, mysterious, barometer, longitude*.

2. Divide the story into three parts or paragraphs and give a title to each paragraph. This will make an outline as follows:

a. The Indians from the village visit us (including the first part).

b. ———

c. ———

3. Memorize the first paragraph and repeat it in the class.

4. Notice the capitals and punctuation and be prepared to write the entire story from memory as nearly as you can. After writing it, correct your own mistakes by rereading the story and comparing with your copy.

5. Write the plurals of the following words: *village, lodge, savage, nerve, horse, size, use, feast, bowl, fort, star, instrument, height, woman, man, child, Indian, soldier, chief, buffalo, puppy, this, and that*.

Observe the use of *this* and *that*, *these* and *those* in the following sentences:

This kind of Indian village was made up of wild savages. These soldiers were good fighters. Those Indian

boys were skilful with bow and arrow. That sort of Indian is dangerous.

6. Collect pictures of Indian tents, encampments, villages, canoes, war dances, etc. The Hiawatha story suggests many of these.

### STUDY 24

#### AN ADVENTURE OF DANIEL BOONE

Daniel Boone was once hunting among the wild woods and canebrakes along the Green River in Kentucky. It was a choice hunting ground full of deer, and bear, and buffalo, besides smaller game. There was also much danger from prowling Indian bands who came to this region. One night Boone had eaten his supper and had put out the fire before lying down to sleep. He was always on his guard and kept himself hidden. On this night he felt safe as he lay down to sleep in a shelter of grass and bushes.

But unknown to Boone the Indians had been on the watch and had quietly crept up to his hiding-place. Suddenly he was seized by many strong hands. He remained quiet, because he saw how useless it was to try to break loose from this band of strong men. He was a prisoner in the hands of the savages and his arms and hands were tightly bound. Seeing no hope of escape, Boone kept a

steady nerve and showed the Indians that he was good-natured and fearless.

When they reached the Indian camp, the two squaws that were there were full of joy at the capture of such a bold hunter and fighter as Boone. They danced about him and made it plain by signs and words that on the next day they would help to torture and kill their enemy. They took from Boone his gun and hunting knife, and in searching the pockets of his hunting shirt they found a flask of strong whiskey. At the sight of this the faces of the Indians spread into a broad grin, and soon the bottle was passing from mouth to mouth. Boone noticed that the two squaws drank more freely than the warriors.

All this time Boone's thoughts had been busy planning, as he said, "how he might give the rascals the slip." In the midst of the joy and dancing, suddenly the whole party was made quiet by the sound of a shot far away in the woods. Alarmed by this possible danger, the Indians and their squaws walked off to one side and talked together, pointing toward Boone. Telling the squaws to keep a careful watch over him, the warriors picked up their guns and started out in search of this new intruder. Boone said, in telling the story, "The squaws sat down again and in less than five minutes had the bottle up to their dirty mouths, gurgling down their throats

what remained of the whiskey." Soon they tumbled over and lay down to sleep.

Boone was so tightly bound that he could not walk, and found it hard to move, but he was able to roll over on the ground. In this manner he made his way to the fire, where he burned off the cords from his hands and then untied his legs. He rose to his feet and stretched his numbed and stiffened limbs. Next he seized his rifle and hatchet and rejoiced to find himself free again. He was almost tempted to kill the drunken squaws who lay upon the ground, but spared them and made off quickly through the woods. But before starting, he cut with his hatchet three large chips from an ash sapling standing near, so that he might know the place again. After a swift walk, Boone reached the river, crossed it and entered into a deep canebrake, making tracks with his feet like those of an Indian, so that they might not be tempted to follow him. Thus he escaped, and returned to his friends.

#### Exercises

1. Read this story and make a heading for each paragraph, to be written on the board.

From this outline tell the story without looking at the book.

Read the story a second time and see what mistakes were made in telling it—omissions, etc.

2. Select the difficult words from the story as told in the book, and write them in a list with proper spelling and capitals.

Let these words be written on the blackboard, and class drill made upon them, noting difficult points in spelling.

3. From the outline you have made write the first part of the story. Before doing this notice how the title is written, and what words begin with capital letters, as, the first word in each sentence, *Boone, Indian*, etc.

Compare your written story with that in the book, and notice what mistakes you have made. Write the corrected words at the bottom of your paper.

4. The teacher will now collect and read the papers and discuss with the class the chief kinds of mistakes: (1) spelling, (2) use of capitals, (3) incorrect sentence forms. Correct also carelessness in writing, lack of neatness, wrong words or phrases.

5. Collect pictures of pioneer explorers, of forts, log houses and palisades.

## STUDY 25

## A VIEW OF THE EARTH FROM THE MOON

Suppose that you had reached the moon and were able to look out upon the world from that station. Some evening after the sun has gone down you look up into the sky and there in plain sight rolls the great earth, appearing many times as large as our full moon.

We will suppose that the moon is so placed between the sun and the earth that the earth appears like a big full moon in the sky.

Looking at the earth through a large telescope, what would you see that you could recognize? Under these conditions describe what you could see on the surface of the earth. In the course of twelve hours the earth would turn half-way round so that you would see its whole surface.

By way of suggestion we will mention continents, oceans, islands, lakes, mountain chains, forests, cities, valleys, deserts, rivers, canals, gulfs and bays, prairies, snow fields and glaciers, storms and clouds, forest fires, the ice fields around the poles.

Tell in class about these things and how they would appear. Name any particular parts of the earth's surface that you could recognize, as if shown on a map.

## STUDY 26

KING RICHARD MEETS ROBIN HOOD IN  
SHERWOOD FOREST

Richard, King of England, had heard much of Robin Hood's exploits and was very desirous of meeting him. So he rode with his followers to Sherwood Forest, hoping to find the outlaw, but he sought in vain.

One day Richard complained that Robin Hood seemed to have vanished from the face of the earth, when an old forester who stood by his knee smiled and said: "Nay, my Lord, he is in the forest as surely as I stand here, and ye may easily see him."

"How?" demanded the king.

"Why, my Lord, you go in armour and with a train of soldiery: think ye that the outlaws will set green jacket against coat of mail? I trow not; but should ye go in guise of a fat abbot, whose mails would yield rich plunder, I warrant me that Robin would appear fast enough."

King Richard saw the force of these words and nodded gaily. The adventure was just to his liking, and the very next day he slipped secretly from Nottingham in the ab-

bot's dress, with half-a-dozen followers, dressed as monks, and a couple of led horses, heavily laden with stores and baggage.

Sure enough he had not gone three miles into the forest before he was called upon to stand. At a bend of the way, a man, dressed in Lincoln green, bow in hand, and quiver full of shafts, stepped from a thicket and laid his hand on the abbot's bridle.

The yeoman's sun-burned face and bright eyes were full of amusement as he said in gentle tones: "Sir Abbot, by your leave, you must abide a while with me and my men." He waved his bow, and at once a score of hardy, active fellows burst from the bushes and surrounded the monks. At their head was a huge yeoman, grinning at the sight of this rich haul, and on him Richard's eyes were at once fixed: it was easy to know Little John again.

Then Richard looked at the first man and knew at last that Robin Hood stood before him.

"And who are ye who bar my way?" asked the King quietly in his deep, rich voice.

Robin Hood started slightly at hearing these commanding tones and looked keenly at the stranger. But the great hat and hood that Richard wore quite concealed his features. Then Robin replied:



“We be yeomen of this forest,  
Under the greenwood tree;  
We live by our king’s deer—  
Other means have not we.  
And ye have houses, and rents, both,  
And gold full great plenty.  
Give us some of your spending,  
For Saint Charity!”

“In truth, good yeoman,” said Richard, “I have brought to the greenwood no more than forty pounds. For I have lain at Nottingham with the king’s court and spent much on feasting these great lordlings who follow the king.”

“Art thou a true follower of the king?” asked Robin.

“That I am,” replied Richard. “I love him with all my heart.”

“Then for that speech thou savest half thy money, Sir Abbot,” said Robin. “Give me twenty pounds for my men, and keep the other twenty for thy own needs.”

“Thanks,” said Richard, “but thou art a very gentle yeoman. And thou must know that my errand into this forest is to search for thee and bid thee come to Nottingham to meet the king; he is full of longing to see thee, and he sends thee a safe conduct, and here is his seal to assure thee.”

Richard now drew the Royal seal from beneath his cloak and showed it. Robin bent his knee in respect before it, and every yeoman pulled off his hood and stood bareheaded.

“Why,” said Richard in surprise, “I was told, yeoman, that thou wert a disloyal fellow who set the king’s law at nought, and did all kinds of evil.”

“Nay, Sir Abbot,” replied Robin. “I hate unjust sheriffs and greedy rich men, but I love no man in all the world so well as I do my gallant king, and if thou art his messenger and bear his seal I make thee welcome to the greenwood, and to-day thou shalt dine with me for the love of our king under my trysting-tree.”

#### Exercises

1. Study this selection through first as a reading lesson. Notice the old-fashioned words and phrases, as, *think ye, I trow not, I warrant me, by your leave, who are ye, we be yeomen, and gold full great plenty, Art thou a true follower of the king? Thou must know, He bids thee come, safe conduct, Thou wert a disloyal fellow and set the king’s law at naught, Nay, if thou art the messenger of the king.* Change these words and phrases into the common form.

2. Divide the story and read the parts as a dia-

logue. Later act the parts, giving the speeches from memory.

3. Write the story as a dialogue, putting the whole of it in the dialogue form.

4. *Lie*, meaning to recline.

lie lay lain.

I lie down to rest.

You lie on the couch.

He lies under the tree.

We lie upon the ground.

I had lain down to rest.

I lay in the hammock.

You lay in the tent.

He lay near the door.

We lay awake all night.

You had lain upon the couch for an hour.

He had lain asleep the whole time.

We had lain on the damp grass too long.

Fill in the blanks with forms of *lie*.

He —— in the hammock.

Yesterday we —— under the trees at noon.

He —— under the tree a long time.

*To lay*, meaning to place or put a thing.

Henry lays the wood on the fire.

Yesterday James laid the tile in the ditch.

I have now laid my books aside.

Fill the blanks.

The gardener —— the roots in the ground and covers them.

The servant —— the letters on the table.

The mason yesterday —— the brick in the wall.

5. ride	rode	have ridden
abide	abode	have abode
wear	wore	have worn
give	gave	have given
bear	bore	have borne
bid	bade	have bidden or bid
draw	drew	have drawn

### STUDY 27

## HOW ROLAND WAS KNIGHTED

Charlemagne crossed over the Alps with his army and came down into the plains of Northern Italy. Here the Christian host joined in battle with the Pagan army. After some fierce fighting, the Christians were driven back in flight. Roland and his friend Ogier, the Dane, watched the battle from the hill-top, not being allowed

to join in the fighting because they were only young squires not yet raised to Knighthood.

But, seeing the desperate state of the king and his army, Roland, with Ogier and other young squires, rushed down the hill, stopped a troop of retreating knights, seized their armor and weapons, mounted their war-horses and made a furious charge against the Pagan army. They came up just in time to save the life of the king and to drive back the enemy in retreat, winning a great victory for the Christians.

After the battle Charlemagne gathered his knights together and when their helmets were removed, was greatly surprised to find the young squires had saved him and his army.

Then turning to Charlemagne, Duke Namon asked, "What is to hinder, my Lord, from investing these young men with the honors of knighthood?"

"They richly deserve it," answered the king. "Let us make ready at once for the ceremonies. Such valor must not long be unrewarded."

When everything was in readiness, the young men knelt before the king. The good archbishop, after a solemn service, spoke briefly of the duties of the knight, and warned them of the difficulties and temptations in their way. Then, taking three swords, he blessed them, and



CHARLEMAGNE

laid them upon the rude altar which had been hastily built for the occasion. When this had been done, the king stepped forward, sword in hand, and, smiting each of the young men three times upon the shoulder, he said, "In the name of God and St. Michael, I dub thee knight; be valiant, loyal and true."

The oath of chivalry was now taken by the new-made knights. Each swore that he would be faithful to God, and loyal to the king; that he would reverence all women; that he would ever be mindful of the poor and helpless; that he would never engage in an unrighteous war; that he would never seek to exalt himself to the injury of others; that he would speak the truth, and love mercy, and deal justly with all men. And Charlemagne blessed them, and promised to love them as his sons; and they, in turn, vowed to love and honor him as their father in knighthood. And then, having donned their helmets, they mounted their steeds, which stood in readiness, and rode away full-made knights.

Adapted from *The Story of Roland*, by Baldwin.

#### Exercises

1. In feudal times it was the ambition of all strong and brave young men to become knights. As knights they could put on armor, mount the war-horse with

sword, spear, battle-ax, and shield, and go forth to battle to win honor and fame among men. The young men before reaching knighthood could serve as squires or attendants upon the knights, taking care of their horses and armor.

Charlemagne means Charles the Great. He was a mighty king or emperor of the Franks during the Middle Ages, about 800 A. D. Find out anything more you can about him. At the time of this story, he led an army against the Saracens, or Pagans, who had invaded Italy and had captured Rome.

Roland became the most famous of the knights at Charlemagne's court. There are several books of stories recounting the deeds of Roland.

Name some of the famous knights you have read about; give some of their exploits.

2. After reading with care, narrate fully this story. Select the difficult words and make a dictionary study of them.

3. Memorize the last paragraph which contains the oath taken by the young knights. Write this carefully from memory.

This oath of knighthood was a very solemn religious ceremony and pledged the young knights to a life of brave and noble service.



4. Make a study of the following homonyms :

knight night plain plane rude rood

There are many stories, such as Scott's *Talisman*, *Ivanhoe*, and *Quentin Durward*, that describe the lives and adventures of famous knights; also the *Boy's King Arthur*, by Sidney Lanier, and other stories of the knights of the Round Table.

### STUDY 28

#### TWO LITTLE KITTENS

Two little kittens, one stormy night,  
 Began to quarrel, and then to fight,  
 One had a mouse, the other had none;  
 And that's the way the fight begun.

"I will have the mouse," said the bigger cat.

"You will have the mouse! We'll see about that."

"I will have that mouse," said the older one.

"You shan't have that mouse." said the little one.

In the short poem preceding, notice the use of *shall* and *will*.

I shall sing.

We shall sing.

You will sing.

You will sing.

He will sing.

They will sing.

All these denote simply future action.

I will sing.

We will sing.

You shall sing.

You shall sing.

He shall sing.

They shall sing.

All these express determination.

### STUDY 29



### SIR FRANCIS DRAKE

Francis Drake, while commanding a ship in the West Indies, was set upon by the Spaniards and treated se-

verely. He waited for an opportunity to pay back the Spaniards in their own coin.

In 1573 Drake sailed from Plymouth with five little ships to carry terror into the Spanish seas. He captured some Spanish ships near the Cape de Verde Islands, crossed the Atlantic, and sailing southward, entered the Straits of Magellan.

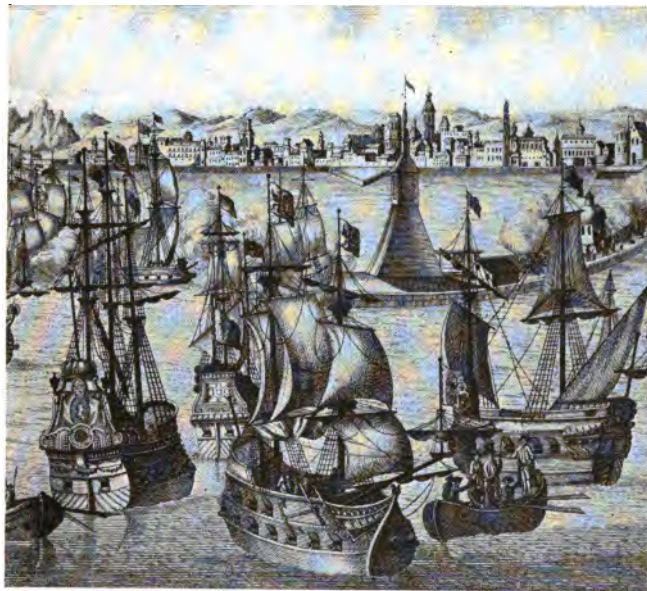
The squadron had barely cleared the Straits and gained the Pacific Ocean, when bad weather scattered all the ships, and Drake's vessel was left alone to pursue its journey. In the harbor of Santiago he surprised and plundered a rich Spanish galleon laden with gold from Peru.

The English ship sailed northward along the west coast of South America. Every town and every ship was rifled. There was neither fighting nor killing, but much polite plundering, until Drake's ship had a full cargo of silver, gold, and gems. He was now prepared to return, but it was not safe to return the way he came because the Spanish war vessels were lying in wait for him.

Richly laden with this Spanish plunder, Drake's vessel, the Golden Hind, sailed back westward across the Pacific Ocean, through the Indian seas, and around Africa. After a long and eventful voyage, he and his

companions reached England, having made the voyage around the world.

Drake had made himself the terror of the Spanish seas.



SPANISH SHIPS OF DRAKE'S TIME

The English, who hated the Spaniards, were proud of his exploits. When Drake, after his famous plundering cruise arrived at the mouth of the Thames, Queen Elizabeth of England dined in state on board his ship. She struck him with a sword and dubbed him knight and gave

him a coat of arms. He was later recognized as one of the boldest British seamen in the struggle with Spain.

From his next voyage in the Spanish waters Drake returned again loaded with plunder, and smoking the new herb, tobacco, to the amazement of his countrymen. He had shown again that the bold and reckless English seamen and fighters were not afraid of Spain.

Philip of Spain was preparing a vast Armada against England, when Drake appeared with thirty sail on the Spanish coast, destroyed a hundred ships, swept like a hurricane from port to port, took a galleon laden with treasures of the western islands, and returned to Plymouth with his enormous plunder.

#### Exercises

1. Read the story through and trace on the world map the route by which Drake voyaged around the world.
2. Describe the English and Spanish ships of that time, from pictures, their size and speed. Compare them with our modern ocean vessels. Give an account of the difficulties and dangers to which Drake and his men were exposed on this voyage.
3. What were the Spanish provinces in America in the time of Drake, and what kind of wealth did Spain



MODERN BATTLE-SHIP

obtain from them? Over what routes did the Spaniards send these treasures back to Spain?

4. Collect pictures of ancient and modern ships, and describe them in the class. How do modern ships compare in size and speed with those of former times?

5. Read about the Spanish Armada and describe the results. What do you think of the queen of England and her treatment of Drake?

Name and describe other famous English seamen in the time of Elizabeth, and what they did for the glory of England.

6. Write from memory a brief account of Drake's voyage round the world. Then compare it with the orig-

inal, and correct mistakes. Be careful of spelling, capitals, and of paragraphing.

7. Study the spelling and meaning of the following words: *squadron, galleon, rifled, eventful, exploit, cruise, amazement, hurricane, treasures, enormous.*

8. Notice the following phrases and tell what word each phrase depends on or modifies: *in the West Indies, in their own coin, with five little ships, near the Cape de Verde Islands, in the harbor of Santiago, to the amazement of his countrymen.*

### REVIEW AND SUMMARY FOR PART III

This includes reviews and drills also of topics in Part I and Part II.

*Word Study.*

Elaborate study of words.

press	cavern	misery
science	enemy	mollycoddle
pilgrim	pledge	poaching
charity	desert.	vegetarian
tyrant	privilege	

*Review of Words Assigned to Children for Dictionary Work.*

squadron	romantic	fatigue
galleon	princely	gravity
eventful	minstrelsy	exertion
exploit	guest	execute
cruise	adorn	instituted
amazement	merciful	harangue
enormous	sullen	uncouth
composing	gipsy	essay
guzzler	noose	community
detestable	yeoman	cruelty
convince	traitor	commodity
type	surrender	satire
dissolve	upbraided	offensive
humiliation	seized	recruits
hideous	torture	ensign
disdainful	savages	entrenchment
dominion	gurgling	truce
void	doleful	massacre
despair	baleful	upbraided
haughty	protested	



*Irregular Verbs.*

bear	bore	have borne or was borne
fly	flew	have flown
swear	swore	have sworn
draw	drew	have drawn
lie	lay	have lain
drive	drove	have driven
forgive	forgave	have forgiven
throw	threw	have thrown
spring	sprang	have sprung
sink	sank	have sunk
sit	sat	have sat
set	set	have set
speak	spoke	have spoken
eat	ate or eat	have eaten
hide	hid	have hidden
drink	drank	have drunk
choose	chose	have chosen
befall	befell	have befallen

*Review of Verbs Commonly Misused.*

go	went	have gone
see	saw	have seen
do	did	have done
come	came	have come

is, was, and were	may and can
shall and will	learn and teach

A few regular verbs give trouble, as, *attacked, drowned, asked.*

### *Contractions.*

In conversation many common words are contracted into shorter forms, *can't* for *can not*, *wouldn't* for *would not*. In dialogues and dramatic readings, and often in poetry these contractions are used.

### *Review List of Contractions.*

I'll	it's	weren't
I'd	they're	won't
I'm	they'd	wouldn't
I've	they'll	shouldn't
you're	hasn't	don't
you've	haven't	doesn't
you'll	aren't	can't
he's	wasn't	couldn't

### *Abbreviations.*

Where words are often repeated, it is convenient to use a shortened or abbreviated form, as, *Dr.* for *Doctor*,

*Supt.* for *Superintendent*, *Cal.* for *California*, *Mr.* for *Mister*. The dictionary gives a long list of these abbreviations. The dictionary itself uses these abbreviations constantly and unless you know them you can not study words in the dictionary with ease.

*Review of the More Common Abbreviations.*

Mr.	Capt.	Sr.
Mrs.	Rev.	M. D.
Dr.	Gov.	Prof.
Mon.	Pres.	lb.
Tues.	i. e.	e. g.
etc.	U. S.	ft.
Jan.	R. R.	p.
Feb.	Ph. D.	A. M.
P. M.	Co.	&c.
P. O.	Jr.	U. S.

*Outlining of Compositions.*

It is well to outline a composition before beginning to write. The first outline may need correction. A good outline is one that is well organized so that the main points stand out clearly in a logical order. These points or topics form a good basis for paragraphing.

Before attempting to outline a subject one must have

full knowledge of it and be able to see the difference between important and unimportant points. Ability to make good outlines is gained by studying carefully given stories and making outlines from them, and also by laying out plans of treatment for new topics.

Make a good outline for the following stories in Part III:

*Franklin's Good Sense.*

*Abraham and the Fire Worshiper.*

*Dionysius and Damocles.*

*Rules for Forming the Plurals of Nouns.*

Give plurals for the following words:

life	woman	quantity
foot	supply	bench
day	fox	sheaf
leaf		

How is the plural of nouns commonly formed?

How is the plural of nouns ending in *y* formed?

How is the plural of nouns ending in *f* and *fe* formed?

How is the plural of nouns ending in *o* formed?

In foreign words how are plurals sometimes formed?

Can you name nouns having no plurals, and others having no singular?

*Rules for Spelling.*

Words ending in *e*, such as, *rove*, *live*, and *engage*, when *ing* is added, usually drop the *e*, thus, *living*, *roving*, *engaging*.

There are some exceptions, as, *hoeing*, *dyeing*, *singeing*.

Words of one syllable and words accented on the last syllable ending in a single consonant preceded by a single vowel, double the final consonant when adding a syllable beginning with a vowel, as, *tap*, *tapping*; *drop*, *dropping*; *whip*, *whipped*; *control*, *controlled*.

In the fore part of the dictionary find the statement of these rules for forming plurals, and for spelling. Note illustrations.

*Homonyms.*

Homonyms are words having the same pronunciation, but different meaning, and usually different spelling, as, *sea*, *see*; *haul*, *hall*.

*List of Homonyms.*

heard—herd

hart—heart

guest—guessed

weigh—way

deer—dear

flower—flour

told—tolled

by—buy

wrapped—rapped	hair—hare
won—one	ceiling—sealing
rhyme—rime	soared—sword
eye—I	not—knot
bald—bawled	grown—groan
pane—pain	bare—bear
tide—tied	

*Review List of Common Homonyms Previously Studied.*

to—too—two	pray—prey
hear—here	seen—scene
know—no	knight—night
ate—eight	threw—through
oar—ore—o'er	sun—son
four—fore	so—sow
sea—see	fair—fare
whole—hole	grate—great
their—there	some—sum
write—right	alter—altar
piece—peace	nose—knows
sent—cent	plain—plane

*Letter-Writing.*

Different kinds or types of letters :

1. Letters of friendship.

2. Business letters. Bills.
3. Invitations.

*Pronouns.*

Pronouns are used in the place of nouns.

Example.—John lost *his* hat. *His* takes the place of *John's*.

There are a few very *common errors* in using pronouns.

The more common personal pronouns are :

I, my, me, and myself.

We, our, us, and ourselves.

You, your, yourself and yourselves.

They, them, their, and themselves.

Thou, thee, thy, and thyself, ye (old forms).

He, him, his, and himself.

She, her, and herself.

It, its, and itself.

*Principal and Subordinate Clauses and Their Connectives.*

In a simple sentence there is but one subject and one predicate, as: The commander of the army traveled in a carriage drawn by four horses.

Longer sentences have two or more statements joined together by connecting words.

Sometimes we have two statements of equal rank connected by *and* or *but*, as: I am old, *but* you are young.

Sometimes we have a leading statement and a subordinate statement, as: The scout reported *that* the enemy was approaching.

It is important for us to study sentences and to observe how they are built up out of these parts, what the arrangement and grouping of the parts are, and what connectives are used to bind them together.

### *Synonyms.*

Two words are *synonyms* which have the same or kindred meanings, as, *large, big; enemy, foe; faith, trust.*

Two words seldom mean exactly the same, and yet they are so similar in meaning that one can be used for the other. We may say: *Are you going to the station, or, Are you going to the depot?*

In studying words in the dictionary, and otherwise, we notice what words are synonyms, and also the distinctions in meaning between synonyms. For example we consider the word *food*. The synonyms given in the dictionary are, *nourishment, victuals, fare, feed, forage, provender, diet, fodder, nutriment.* In the use of such synonyms we must discriminate.





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